Thesis/
Reports
Gladen,
F. H.

THE FINAL REPORT OF THE DEVELOPMENT AND TESTING OF A PROTOTYPE POINT FIVE CALIFORNIA DEPARTMENT OF FORESTRY TEACHER ORIENTATION PRESENTATION TO CONSERVATION AND FIRE PREVENTION EDUCATION MATERIALS (1976-1977)

PSW FOREST AND RANGE
EXPERIMENT STATION
STATION LIBRARY COPY

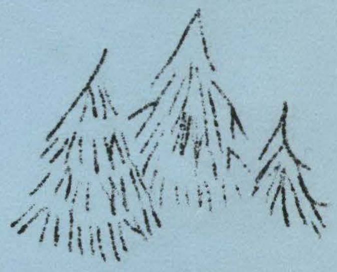
by

Frank H. Gladen, Ed. D.
and
Patricia A. Lyons, Ph. D.

Department of Education
California State University, Chico
Chico, California

Consultants:

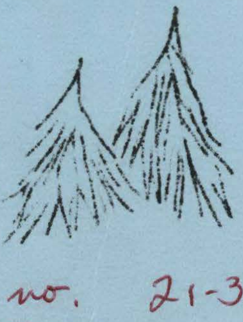
William S. Folkman, Ph. D.
U. S. Forest Service
Pacific Southwest Forest and Range
Experiment Station
Berkeley, California 94701



Richard Ernest
Deputy State Forester
California Department of Forestry
Sacramento, California 95814

Lou Gunter
Deputy State Forester
California Department of Forestry

This research and development project has been conducted under the joint sponsorship of the U.S. Forest Service, the California Department of Forestry and California State University, Chico.



Property of
National FS Library
USDA Forest Service
240 W Prospect Rd
Fort Collins CO 80526

↳ Cooperative agreement no. 21-389, U.S. Forest Service, Pacific SW Forest + Range exp sta.

CONTENTS

Introduction

- Subject Matter Priorities

Telephone Survey on In-Service Education

- Teacher Orientation: A New Format

Field Testing

- Introduction
- Field Testing Activities
- Evaluation

Conclusions and Recommendations

Bibliography

Appendices

1. Evaluation Instrument
2. Fresno Program Sample
3. Tables V--XXVII
4. Orientation Leader's Handbook
5. Recommendations Memo to Lou Gunter, Department of Forestry

FINAL REPORT FOR THE CDF TEACHER TRAINING COMPONENT:

1976-1977

Introduction

During the year 1975-1976, the authors developed the first model for dissemination of knowledge to primary grade teachers about the California Department of Forestry's Five-Point Program in Conservation and Fire Prevention Education.

Public television broadcasting (Channel 9, KIXE, Redding, California) and university extension credit were chosen as the best methods of gaining widespread distribution and offering viewers the opportunity to gain university credit at the same time. As discussed in the interim report (1975-1976), these two methods were both deemed to be failures in the final evaluation of the experiment for the following reasons: One, university credit is no longer important to career teachers for up-grading their teaching knowledge and skills because decreased enrollments have put the majority of teachers at the top of the salary schedule. Therefore, teachers no longer have any incentive to pay to take university courses to amass salary increment credits. Two, in order to use PBS television for in-service education offering university credit, the programmed "on air" time must be, at least, seven and one-half hours and a program of such length is not attractive to teachers. These two conditions, in addition to the emerging political and economic conditions affecting teachers today required a more direct method of informing teachers of the CDF program and its importance to children.

This final report explores the marketing research activities associated with finding the best and quickest way of meeting the needs of the California Department of Forestry for effective distribution and dissemination of the Five Point Program Conservation and Fire Prevention Education materials.

Current Trends in In-service Education

The National Education Association and its state teachers' (associations) affiliates now have a national membership of two million teachers. In its publication, Rethinking In-Service Education (1975, P. 9-64), the NEA has summarized the major changes which have recently taken place in the on-the-job training for teachers. These are:

1. Declining enrollments: teachers are no longer mobile.
2. Traditional university credits which were used to advance on salary schedules are no longer giving classroom teachers a good cost/benefit purchase. The majority of teachers are at or approaching the top of present district salary schedules.
3. The unionization of America's teachers brings with it the promise of in-service education becoming a school district expense rather than a personal one for self-improvement of job related knowledge and skills.

Recommendations include giving local teachers a larger share in the content, processes and time allocations for in-service education. In addition to the local district, it is recommended that State Departments of Education, higher education institutions and professional organizations all have invitational participation. However, control of the basic question of what is needed belongs to the teachers first. Others may recommend, but teachers are demanding the power to decide the values and content of in-service education in the future.

The federal government has taken a direct approach to assist in the way teachers receive in-service education. U.S. Vice President Walter Mondale, while a member of the United States Senate, sponsored legislation which provided for "Teacher Centers" all over the country for the improvement of classroom teaching.

In California, the "Teacher Center" concept for teacher in-service education has been sponsored by Assemblyman Gary Hart. His AB551 legislation relative to "Teacher Centers" has been supported by interested groups throughout the state. Dr. Carl Schmitthausler, Coordinator of the Professional Development Center, Elementary Education Division, California State Department of Education indicates that both the Mondale and Hart legislation represent the successes of the National Education Association and the California Teachers Association in their efforts to put in-service education in the hands of classroom teachers. At this time (1977), the funding for these two proposals has started at a modest level. The level of funding does not seem to be as important as the concept, i.e., that teachers are having a larger voice in the content, process and application of in-service education.

The Clearing House on Educational Management (1977), p. 2, reports that Kathleen Devaney and Lorraine Thorn of the San Francisco based federally sponsored Far West Laboratory for Educational Research and Development describe teachers' centers as "young and homespun but attractive and apparently vigorous communities in which practicing teachers continue their professional education." Such centers are designed to offer brief seminars, workshops and demonstrations on classroom materials and management improvement. Their survey of twenty-two centers throughout the United States revealed that the key to successful centers was the absolute need to be "responsive to teachers' own definitions of their continuing learning needs."

Dr. James Huff of the California State University, Chico, attended the July, 1977 hearings in Sacramento on the implementation recommendations for the federal Mondale Teacher Center legislation. The hearings revealed that it is the intent of federal HEW personnel not to permit the use of federal monies for salaries for teachers to attend in-service programs paid for by the federal government. The government would provide the funds for the programs but not the released time to teachers for attendance.

It is the writers opinion that although this legislation prohibits the payment of federal funds for released time for in-service education, the principle of federal participation has been established for the upgrading of teachers' knowledge, skills and professional stature. And, therefore, with sufficient success, paid released time for teachers will follow in a few years time.

Dr. Barbara Johnson, Chairman of the Department of Education, California State University, Chico, has served on a number of Early Childhood Education Evaluation Teams during the 1976-1977 academic year. Dr. Johnson indicated that compliance by school districts with the Elementary and Secondary Education Act's Title I (1964) and California's Senate Bill #90 (1971), is determined on an annual review basis by evaluative staff. The criteria used to assess a given school are delineated annually in the "Program Quality Review Instrument" (PQRI), written by the Elementary Education Division of the State Department of Education. Most importantly for the subject of Conservation and Fire Prevention Education, 1976-1977 marked the first time specific subject matter other than the basic skills was mentioned in the guidelines for evaluation. Item nine of the 1976-1977 Program Quality Review Instrument (PQRI) required a balanced curriculum for compliance with the program and specific mention was given to health education and science. Continued ECE funding will be contingent on compliance with this requirement. Dr. Johnson expresses the opinion that the 1977-1978 academic year would be an ideal time to seek additional marketing exposure for the California Department of Forestry's Conservation and Fire Prevention Materials Five Point Program.

During the American Educational Research Association's 1976 meeting in San Francisco, Dr. Stanley L. Cummings presented a paper entitled "Environmental Education: A Market Survey." He indicated that curricular materials must be distributed to the classroom. In essence a packaged curriculum is a "buyable" product. The primary consumer of curriculum program materials is the teacher. If materials are to be used, they must succeed in attracting and holding the attention of the teacher. Dr. Cummings (1976, p. 16), indicated that the techniques of the marketing researcher are of value in determining how to package and market the product for the most effective classroom impact. He further observed that teachers are interested in short-term, low-effort preparation add-ons to the existing curriculum. The two most important attributes in the teacher's eyes are low requirements in preparation time and in classroom time. The desire expressed by most teachers was to have products to "spice-up" the existing program rather than be required to make substantive changes to utilize the materials.

The most knowledgable expert on teachers' attitudes regarding in-service education and the union' (NEA-CTA) movement we could locate was Raquel Muir. The authors' interviewed her in her home in Santa Monica. She is the holder of the doctorate in her field, a member appointed by the Governor, Jerry Brown to the California Teacher Preparation and Licensure Commission, an active Executive Committee member of the National Education Association and the California Teachers Association. She is also a sixth grade teacher in the Santa Monica school system.

Dr. Muir indicated that in her opinion teachers would have complete control over in-service content, format and its working condition aspects in about five years. Today's teachers want to see "time-efficient," completed programs. They have little patience with incompetent instructors who ask teachers to wallow in mutual ignorance until solutions to instructional problems are found. Teachers need instructional answers now. They do not care to reinvent the "subject matter wheel."

Subject Matter Priorities

There are many forces active today that will dramatically render the previous ten years conservation and fire prevention education work extremely important. There is no doubt in the authors' minds that concepts and materials will be "borrowed" from C.D.F.'s Five Point Program by other agencies to avoid the long term research and development costs. This action will be both a blessing and a pain to C.D.F. The blessing will come from knowing that the knowledge about conservation and fire prevention is being distributed and painful because too many times the material or its educational concepts will be taken without giving credit to the California Department of Forestry where the going was often difficult because of recent short-term political priorities.

William Caven, recently retired Associate Superintendent of Schools, Butte County, California conducted a survey (1976) in which he surveyed all of the California public school districts with 1,000 or less of average daily attendance. From the survey, it was found that the priorities for the elementary school teacher are: 1. Reading, 2. Mathematics and 3. Science. Forty eight per cent said that learning outside school was essential to both student and staff.

Rudolph Schafer, Chairman of the Environmental Education Advisory Committee, California State Board of Education, during a telephone interview (5/27/77) indicated that environmental concerns are back in the educational news. However, the current thrust involves added emphasis on water and energy as the primary concerns. He indicated that the high point for the funding of environmental education was during 1973 and the low was during 1975. However, there has been a steady and gentle increase in the funding of projects associated with environmental concerns. The import of this is obvious. Materials that are "shelf-ready" should be important to the educational world.

Telephone Survey on In-service Education

There are fifty-eight counties in California. Each has an office for the County Superintendent of Schools. Most counties elect the superintendent in a public election. Some County Superintendent of Schools offices are operated on a fiscally independent basis and others are fiscally controlled by County Boards of Supervisors. The location of fiscal authority slightly influences the depth of programs from one county to another. However, in-service education is more affected by the size and location of the county than other factors.

These offices perform regional administrative functions for the public school districts contained within the boundry lines of a county. They are also responsible for specialized educational programs such as special education for disabled boys and girls, occupational programs for adults, migrant education, and in-service education for teachers. The county office often provides the leadership for the in-service education function. In general, the more rural the location of the county, the larger will be its role in in-service education among its school district service area.

As of March 1977 all of the county offices had been contacted by telephone. The telephone survey proceeded by talking with each science consultant listed in the California Public Schools Directory (1976).

Each of the offices was given a brief description of the development and testing of the C.D.F. fire prevention and conservation education materials followed by an outline of the content. An effort was made to assure those contacted that the reason for the survey was to facilitate the creation of a usable in-service program which would fit local patterns of success. Comments about local in-service offerings were solicited -- typical problem areas, desirable supplements, "keys to success," and recommendations for program packaging.

Although it was anticipated that those counties containing heavily forested areas would exhibit more enthusiasm toward the project, it was found that nearly all of the counties responded positively. (Negative responses given seemed to stem from local problems with in-service efforts rather than disinterest in conservation and fire prevention education.) Because of this unity of interest, listing by numbers of K-3 classrooms was chosen as the most straightforward method of categorizing the data obtained. (See Table I). Four size groupings were identified:

1. less than 100 classrooms
2. 100-800 classrooms
3. 800-1500 classrooms
4. more than 1500 classrooms

TABLE I

Number of K-3 Classrooms In California Counties

Less than 100 K-3 Classrooms	Number of K-3 100 - 800	Number of K-3 800 - 1500	Number of K-3 More than 1500
Alpine	Butte	Alameda	Los Angeles
Amador	Inyo	Contra Costa	San Bernadino
Calaveras	Kings	Fresno	San Diego
Colusa	Marin	Kern	Santa Clara
Del Norte	Mendocino	Orange	
El Dorado	Merced	Riverside	
Glenn	Monterey	Sacramento	
Humboldt	Napa	San Francisco	
Imperial	Placer	San Joaquin	
Lake	Santa Barbara	San Mateo	
Lassen	Santa Cruz		
Madera	Shasta		
Mariposa	Solano		
Modoc	Sonoma		
Mono	Stanislaus		
Nevada	Sutter		
Plumas	Tulare		
San Benito	Ventura		
San Luis Obispo	Yolo		
Sierra	Yuba		
Siskiyou			
Tehama			
Trinity			
Tuolumne			

Source: Telephone interviews with Science Consultants of California County Offices, Spring, 1977.

The responses received from the Science Consultants during the telephone interview are summarized below. The objective of the telephone survey was to quickly and candidly receive information about the counties' in-service programs, that was direct, honest and, above all, useful to the California Department of Forestry.

To: Science Consultants:

Question 1: Does your county office regularly sponsor or conduct in-service programs for teachers?

Summary Response:

Fifty-three of the 58 offices contacted (see Table II) have direct responsibility for programs offered to teachers. Larger counties (more than 800 classrooms) typically have area-of-interest representatives from the districts who meet regularly in committee and create programs to be coordinated by the county office. Smaller counties tend to both initiate and sponsor all offerings. Of some note are the established joint efforts, where as many as four counties working together sponsor professional development workshops. There are several centers with formal organization, two examples are: the Professional Development Center serving Glenn, Lake, Trinity, and Tehama, and the Tri-County Service Center for Yuba, Sutter and Colusa. Butte County also has a Program Development Center. Other joint efforts seem to be more loosely organized.

Table III also speaks to the question by the number of classrooms in the school district served by the County Office. It will be noted that there is a rough correlation between the size of the district and the amount of service directly administered by the County Office. The smaller the district the larger the service appears to be the general operating model. Of the several types of service involvement, County Offices appear to enjoy having total or near total responsibility for the in-service program of their member districts. Obviously, the regional nature of this activity makes a more unified approach more efficient and cost effective.

In summary, the answers received to this question strongly confirmed the initial assumption that the County Schools Offices provide an efficient vehicle for dissemination of the California Department of Forestry's materials through in-service teacher training.

TABLE II

Administration of County Sponsored In-Service Programs

Types of Service Offered by County Office	Number of K-3 ←——Classrooms Served——→				
	less than 100	100-800	800-1500	more than 1500	all sizes total
county initiates and sponsors all offerings	58%	40%	18%	none	41.4%
county coordinates district efforts	8.2%	40%	45%	100%	32.8%
county works jointly with other counties	29%	10%	18%	none	17.2%
districts or schools sponsor own in-service	4.1%	10%	18%	none	8.6%

Source: Telephone interviews with Science Consultants of California County Offices, Spring 1977.

To: Science Consultants:

Question 2: How are in-service offerings by the County Office publicized to the schools in your service area?

Figure 1 illustrates the traditional methods of information distribution used by the County Schools Offices.

Sixty-eight per cent of the County Offices depend on flyers or bulletins delivered to specific locations to do the job of communication on in-service announcements. As can be observed, the remaining thirty-two per cent use combination of flyers, bulletins, newsletters, local media and commercial media to promote in-service education.

Occasional responses indicated that some county offices conduct interest surveys among teachers to obtain teachers' opinions of what they are interested in for in-service programs.

In summary, it can be said that there were no supprises. Communication is a function of interest and money. The wealthier counties had more sophisticated methods of distribution.

Inservice Offering: Notification methods used by the Fifty-eight County Superintendents of Schools Office

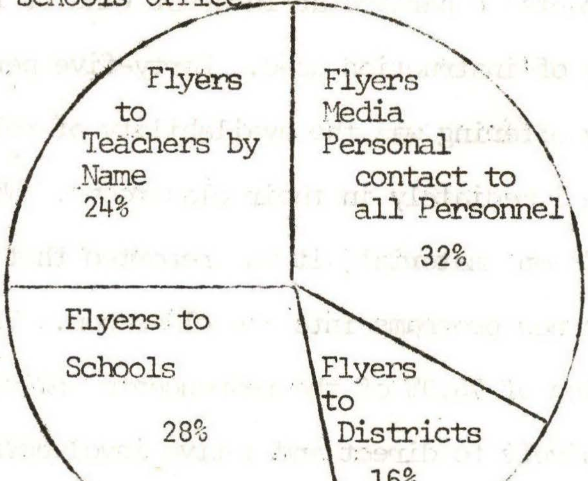


Figure 1.

Source: Telephone interviews with Science Consultants of California County Offices, Spring 1977.

To: Science Consultants

Question 3: What are the characteristics of successful in-service offerings in your county?

Two specific areas were questioned here: length of program and type of instruction (see Table III). By far the largest number of comments volunteered related to these areas. Short sessions were preferred by 90.6 per cent of the respondents. Those who thought day-long workshops best did so because of possible college credit requirements.

Local collective bargaining groups have had a great effect on in-service education programs, particularly in the larger counties. The result of this has been to request the in-service education administrator to arrange for participating teachers to have substitutes and released time from normal class schedules whenever possible. Of the counties who have no in-service programs, most blamed released time problems as primary deterrents. Such arrangements greatly increase the cost and administrative complexity of any effort. Despite these problems, pride in successful programs was often mentioned by the Science Consultants during the interviews.

Other comments of particular interest (and of frequent occurence) concerned the type of instruction used. Forty-five per cent said one key to success for any offering was the availability of related materials for teachers to use immediately in their classrooms. Without such immediately available "hands-on" material, it was reported that teachers usually did not incorporate new programs into the classroom. This idea was reinforced by the expression of 75.9% of the respondents indicating that teachers reacted responsively to direct and active involvement with the materials presented in any in-service program. That is, they preferred written guides to the materials with modest amounts of instructor demonstration provided.

It is worth remarking, however, that those who preferred to have a knowledgable person present as a integral part of the program were adamant, saying without such a person no program would be arranged. Reasons given were lack of staff, time and expertise regarding the programs being presented.

To summarize: It can be emphatically declared that the age of collective bargaining has brought changes to in-service education. It has become a "working condition" and teachers are demanding and receiving a larger voice in its content, format and administration.

Such a militant position has been reinforced by the decline in enrollments. Teachers are staying in their jobs for more years after they have no "requirements" for additional University contact for earned credits. Knowledge is needed, but on their terms.

Table III

Characteristics of In-service Programs by Time, Format and Size of School District

Desired Characteristics of In-Service Programs	Number of K-3 classrooms in districts				
	less than 100	100-800	800-1500	more than 1500	Total All Sizes
one session approx. 2 hours	29.1%	40%	44%	75%	37.9%
two sessions approx. 2 hours each	66.6%	40%	44.4%	25%	53.4%
day-long workshop	8.3%	10%	11%	none	8.6%
instructor demonstration preferred	16.6%	20%	40%	50%	24.1%
written guide to materials: no instructor	58.3%	50%	40%	25%	50%
written guide to materials: some instruction	25%	30%	20%	25%	25.9%

Source: Telephone interviews with Science Consultants of California County Offices, Spring 1977.

Teacher Orientation: A New Format

The 58 County Office telephone survey results pointed to an immediate need for a presentation format which was in the two to four hour total time range. The recommendations indicated that the Orientation needed to be tightly structured with "hands-on" opportunities for the participants and a residual of "something" to take back to the classroom for immediate implementation.

Responding to suggestions, the authors developed the following format for field testing. This outline covers the content, principles and procedures presented in the field tests.

1. General Discussion: An orientation to the Five Point Program was made with a brief description of each of the five points. Specifically mentioned were:
   (1) The target age group of the CDF program and why it had been selected.
   (2) That all materials had been both teacher and child tested in classrooms all over the state.
   (3) That the materials were being sold at cost because of the importance of conservation and fire prevention education.
   (4) That all materials reinforce each other.
   (5) That in response to the current needs of administrators and teachers for observable and measurable educational goals and objectives, the materials meet current accountability standards.

After this initial orientation, the new CDF printed brochure, "FIVE POINT PROGRAM IN CONSERVATION AND FIRE PREVENTION EDUCATION" (CDF Stock 0290-000-0693) was given to the participants.

2. The Teacher's Packet was then discussed as the backbone of the conservation and fire prevention education program. A very brief history of its development and modification was presented. The five units were presented as suitable for large group presentation. Their contents and cost were discussed while 35mm slides showing examples from the Packet were shown to the participants. Time was given for a "hands-on" experience. Five to ten minutes was allowed for participants to examine the Packet. The CDF Teacher's Packet brochure was given as a hand-out. (Stock #0290-000-0481).
3. The "Our Forest" film series was next presented. How the concepts in these ten films had been developed with Professor Helen Carkin's assistance and the materials field tested with 3,000 boys and girls from grades K, 1, 2, and 3 in the north state was discussed. Additional discussion revolved around the film series themes, objectives, titles, the content of the teachers' guide, cost and general levels of expected effectiveness in classroom useage.

At the first field test site, a conservation and energy workshop sponsored jointly by the Fresno County Schools Office and the Fresno State University, films numbered one, seven, and ten were shown. At the second field site trial in the Shasta County Schools Office, films numbered one and ten were shown. Subsequently, in the interest of trimming the time for the complete orientation presentation, the film showing was reduced to only number ten. Film number ten is an excellent summary of the complete series. It conveys the high quality of both the content and the professional production of the film series.

Because neither the final version of the CDF "Our Forest" Film Series Teacher's Guide nor the "Our Forest" film series brochure were available, participants were given copies of the material relative to the films shown contained in the preliminary "Our Forest" teacher's guide set. Now that the brochure is available it is recommended that this along with the teacher's guide for film #10 be the principal handouts on the film series at the orientations.

4. Individualized Learning Audio Cassette Series.

A discussion was initiated about the merits of small group independent listening centers and their use to expand and enrich the Teacher's Packet materials.

Each of the separate cassette binders which hold the instructional materials for a particular grade level (K, 1, 2, and 3) was displayed. A general overview was also given showing the format including the same five unit titles as the Teacher's Packet and the increasing sophistication of the tasks required along with grade level progression from K to 3. Overhead projector transparencies were used to trace Unit B, Fire Prevention, through all four grade levels with visual examples of worksheets. In addition, parts of the audio cassette tape were played to accompany the kindergarten worksheet on ways to keep fires from starting.

After the Fresno presentation, it became immediate apparent from the teachers' evaluations that this portion of the program needed to be shortened. A weeding out of the surplus transparencies began immediately. After each presentation, the materials being used were measured against the cumulative impressions being received from the evaluations given the presentation by the audience. The surviving transparencies have been made into 35mm slides to assist in the simplification of the media equipment problems which arise when too many pieces of equipment are used for a single presentation. The authors have elected to consolidate the entire presentation to the use of the 35mm projector, the cassette tape player, and 16mm projector.

No handouts were used for Individualized Learning during the presentations. The basic content and process information seemed to be reasonably contained in the other materials given to the participants as handouts. However, it is strongly recommended that the Individualized Learning Series Brochure be given as a handout when it is available.

5. Team Teaching.

The principal messages regarding Team Teaching were its success as a program, its high manpower cost to CDF and limited availability. The Team Teaching program's emphasis on "Matches Safety" and how it works in a classroom were thoroughly discussed.

To demonstrate the principles involved, a brief portion of the new CDF Team Teaching Training Film (1977) was shown. A more time-efficient procedure was developed whereby still photos were taken from the original 1975-1976 Teacher Orientation television program team teaching master tape and matched to audio cassette sound, also taken from the television master tape. This has proven to be successful because it presents the program but does not oversell its availability to everyone. Dr. William Folkman and Dr. Ryan's work on surrogate Team Teaching personnel may permit a larger use of Team Teaching in the future without CDF staff. It is highly recommended that further investigation be made of this opportunity.

Because of its limited availability, it is important that a continued down-play of the program be continued until the manpower issue is resolved.

Teachers like Team Teaching as an educational experience for their boys and girls. Teachers who have not had the Team Teaching experience can easily see the potential from just the simple presentation that has been made in this year's research and development activity. It is our recommendation that Team Teaching somehow be permitted to survive as one of the CDF programs for the future.

6. Specially Developed Handouts for Coordinated Use of the Five Point Materials.

As a part of the product development effort, Dr. Patricia Lyons developed a handout with guidelines for the coordinated use of the Five-Point Materials: The Teacher's Packet, The Our Forest Film Series, and Individualized Learning.

A second handout developed for these presentations provided specific suggestions for the coorelated use of the CDF materials and other available health and science materials commonly used in grades K, 1, 2, and 3. They were extremely well received in the pilot testing situations and we recommend their inclusion in the final teacher information packet.

7. Evaluation Forms for the Teachers' Orientation Programs.

The evaluation forms requested information from the participants about the following factors of the presentation: length of program, amount of information presented, the clarity of that presentation, use of media and generally perceived value of the CDF material to them for classroom use, i.e., "Would you buy it?"

An effort was made to separate the personalities of the authors from the evaluation as thoroughly as possible. A further discussion of the form and its results follows in the section on results.

8. A Prototype Product Output.

As a result of the development, field testing and on-going modifications of the Teacher's Orientation Program, the authors have assembled a prototype 35mm slide/audio/tape cassette and 16mm movie presentation. This slide/tape/movie program has been designed so that a CDF person or civilian volunteer could make a professional presentation before a group of teachers without fear of failure. The program has been designed so that a person with a high school education can present the program with confidence. The message in the presentation is clear and field proven. It is what contemporary teachers have in their evaluations stated to be the heart of the CDF message, i.e., the materials are excellent, cheap and available.

The Kodak 80 slide carousel tray and audio cassette format was selected because of the universality of the availability of 35mm slide projectors and audio tape players in institutional settings. The 16mm film projector is needed to show film number ten of the "OUR FOREST" series. By keeping the media needs to these three readily available pieces of equipment, it was felt that there should be few presentation failures because of media needs not being fulfilled.

The final format is a one-hour presentation. This includes time for a brief hands-on acquaintance with the Teacher's Packet materials and the viewing of "OUR FOREST" film #10. In addition, it allows time for the handouts to be distributed, but requires that the orientation leader have little or no content knowledge of the Five-Point materials or the ways they can be used in the classroom. The 35mm slide/tape presentation covers the subject matter content and the instructional useages within the classroom setting for grades K, 1, 2, and 3.

The slide-tape kit is complete within itself. It provides the user with an orientation leader's manual, which includes a copy of the audio taped script and a message to the orientation leader which is also contained on tape should the presentor find it more time/efficient to listen to the audio instructions.

Because of the prototype nature of the program, suggested technical modifications are contained within this report (See Appendix) and are also being forwarded to Mr. Lou Gunter, Education Officer for the California Department of Forestry.

Field Testing

Introduction

When the workplans for the 1976-1977 fiscal year were drawn up, the authors had an expectation that the Five Point Teacher Orientation Program could be so designed that the Science Consultants of the 58 California County Superintendent of Schools Offices would be pleased to assist the California Department of Forestry in the orientation of public school teachers to the conservation and fire prevention education program. As previously reported, the science consultants, in the telephone survey, quickly informed us that:

1. The new Collective Bargaining law, 1976-1977 has made in-service education a negotiable item in contract bargaining procedures.
2. That consultants are now considered to be "middle managers" and, therefore, were no longer functioning as instructors for in-service programs, but have assumed a new role, i.e., that of facilitator of persons, programs and services. Their present function is not to perform the in-service program, but to arrange for its presentation.

This news changed dramatically the format and content of what was to be presented. Obviously, the other piece of information that had impact was the previously reported item of declining enrollments which has stabilized teachers employment. Teachers no longer needed nor wanted college credit as previously reported.

Because of these changed value system regarding in-service education modifications in the original Point 5 concept were necessitated. These were quickly accomplished by building the format of the Five-Point Teacher Orientation program so that it was presentable in a brief period. This period was felt to be 2-4 hours as a result of the telephone survey. Also, it became more realistic to reject the assumption that the program would be presented by a County Schools employee. The revised format requires that the program be presented by a representative, volunteer or approved agent of the California Department of Forestry.

Field Testing Activities

The new Five-Point Teacher Orientation program was field tested in Fresno County, Shasta County and on the campus of California State University, Chico. These three locations gave the authors representation in the south, north and mid state areas.

The first field testing experience came about when the authors were invited by the Fresno County Superintendent of Schools Office' Science Consultant to be a principal part of a workshop entitled: "Critical Issues in Conservation Education." (See Appendix) It was a two day workshop involving people from the campus of Fresno State University, the Superintendent of Schools Office, U.S. Forest Service and other California Department of Forestry personnel, Water Resources, and the Fresno Water District representatives. One unit of University credit was availalle. The organizational cost had been paid by the Fresno Superintendent of Schools Office as an in-service presentation for the teachers in its service region. The number of students registered was approximately 30.

The workshop period assigned to the authors was from 6:30 to 9:30 p.m. on Friday, April 15, 1977. The program took the full three hours assigned. As noted previously, this experience proved the program needed to be tightened and given a faster pace during the presentation. The student evaluations for this session will be discussed below in the section on evaluations.

The second in-service group to be presented with the Five-Point Teacher Orientation program was sponsored by the Shasta County Superintendents of Schools Office. Mr. Bud Neely, Assistant Superintendent of Instruction, made the arrangements. The presentation was made May 6, 1977 in the Board of Education Room of the Shasta County Office. The time was 3:00 to 5:00 p.m. This represented a one hour reduction from the Fresno program.

However, It was becoming clear that a multi-media presentation was excellent from the participants view-point but cumbersome for the instructors. The need for media modification was becoming self-evident. On the basis of experience, the number of pieces of media equipment has been reduced from five to three.

In addition to the presentation made to experienced teachers, the authors felt it was very important to have teachers in training view the presentation and have the opportunity to evaluate it.

The programs presented to pre-service teachers in training were done on the California State University, Chico campus during the latter days of the spring semester. Three different classes were involved. Dr. Gene Deady's Science Education class and Dr. Patricia Lyons' two sections of Reading for Elementary School Teachers.

Participant evaluations were collected at all presentations and are analyzed in the Evaluations section.

Evaluations

Table IV presents each participating group and the number of participants

---

Table IV

Participating Groups in the Five-Point Teacher Orientation Program, Spring 1977

(Group Number)	Sponsor	Number of Participants
1	Dr. Gene Deady, Science Education, CSUC	9
2	Shasta County Schools Office	5
3	Fresno County Schools Office	12
4	Language Arts and Reading	18
5	Language Arts and Reading	16
		N = 62

The evaluation instrument contained seven questions. (See Appendix). These questions were rated on a five-point scale. All references to the Evaluation Instrument are based on the following scale:

Scale of Value for Evaluation Questions

Word Description	Numerical Value
Excellent	1
Above Average	2
Average	3
Below Average	4
Failure	5

Because of the moderate number of participants, and the nature of the questions on the evaluation instrument, Chi-squared (X^2) was selected as the most appropriate method for statistical analysis. Five hypotheses were selected to be the most representative of the information needed. These are presented below:

1. Hypothesis: There is no difference in response levels (for all groups at once on all items).

   Result: $X^2 = 473.6$ df = 4 (significant)

   Conclusion: There is a significant difference overall in response tendencies.

2. Hypothesis: There is no difference in response tendency by item (all groups at once).

   Result: $X^2 = 203.6$ df = 32 (significant)

   Conclusion: There is a significant difference in the responses given to different items.

3. Hypothesis: There is no difference in response tendencies between groups (all items at once).

   Result: $X^2 = 414.6$ df = 24 (significant)

   Conclusion: There is a significant difference in the responses given by different groups.

4. Hypothesis: There is no difference between groups in response to individual items.

   Result: Item 1 $X^2 = 17.1$ df = 16 not significant

   Item 2 $X^2 = 13.5$ df = 16 not significant

   Item 3 $X^2 = 15.5$ df = 16 not significant

   Item 4 $X^2 = 14.2$ df = 16 not significant

   Item 5 $X^2 = 14.1$ df = 16 not significant

4. (Continued)

Item 6(a) $X^2 = 19.4$ df = 16 not significant

Item 6(b) $X^2 = 19.5$ df = 16 not significant

Item 6(c) $X^2 = 13.5$ df = 16 Not significant

Item 7 $X^2 = 42.9$ df = 16 not significant

Conclusion: There is a significant difference in the response tendencies of different groups only on item 7. This item dealt with college credit. University students were interested in credit and teachers were not.

5. Hypothesis: There is no difference between students and professional teachers in overall response tendencies.

   Result: $X^2 = 35.5$ df = 9 significant

   Conclusion: There is a significant difference in overall response tendencies between students and professional teachers. Teachers were supportive but more conservative in their evaluations of the presentation.

The results in general say:

1. Preservice teachers are more idealistic. They think in value terms the way all teachers did ten or so years ago.
2. In-service teachers are more "working condition" oriented today and less idealistic in their educational values. The word "cynical" is not chosen lightly but it is apparent in teachers values today.
3. College students are interested in receiving college credit for participating in the Five-Point Program Orientation. In general, experienced teachers are not.

4. The authors' judgment regarding an appropriate format recommendation to the California Department of Forestry for use in the Five-Point Teacher Orientation Program based on the telephone survey appears correct, i.e., the best presentation is structured tightly and can be presented within a one hour format.

Sample teachers' and pre-service teachers' comments are given below. Each question (See Appendix) had two parts. One an objective response and two, a subjective response. Space for subjective comments was available for each item, but participants were not required to comment.

Item 1 The leader's presentation today was designed to share with you a sense of the California Department of Forestry's program's purpose, structure and continuity. To what degree did you consider the presentation adequate?

Comments:

	TOTAL TIMES COMMENTS APPEAR
enjoyed presentation	5
more on materials, less talk	4
redundant	1
concise and complete	7
needs audience involvement	2
dry	1

Item 2 Length of Program: To what degree was the amount of time spent appropriate to acquaint you with the materials?

Comments:

too long	8
appropriate	9
fast-moving	1
more on materials, less talk	3

Item 3 To what degree was the amount of information given to you today adequate for your understanding of each component of the CDF program?

Comments:

hand-outs especially good	2
excellent materials (minimal prep time)	6
completely adequate	4
need input on children's reactions	1
more "hands-on" time	1

TOTAL TIME COMMENTS APPEARS

Item 4 To what degree was the program adequate to acquaint you with the usefulness of the materials for instructional purposes?

Comments:

useful hand-outs	1
sample desirable	1
training film good	1
all materials excellent	5
need more input	1
hands-on experience needed	1

Item 5 Audio-visual presentations were made throughout this orientation as an efficient way to give you a close look at the materials. To what degree was this use of media helpful in achieving this objective?

Comments:

boring - want "hands-on" time	1
great films	5
media quick and concise, helpful	12
too many transparencies	2
tape sequence too long	1
useful hand outs	1

Item 6 Overall, how would you rate today's presentation for

A. Clarity:
B. Amount of useable information:
C. Making you aware of the potential of the CDF program as a functional curriculum in conservation and fire prevention education:

Comments:

"felt as tho you were trying to sell"	1
tapes too long	1
well done	8
want more audience involvement	2
more positive attitude needed	1
selectivity nicely possible	1
integration needed	1

Item 7 To what degree would you desire an expanded version of this workshop for University credit. (The minimum would be .5 semester units of credit for 7½ hours of class time and a small fee.):

Comments:

1 hour plenty - 7 hours too much	12
good class potential	7
more important than current staff	1
definitely no	5
already too long - materials self sufficient - "you people give us teachers no credit"	8
maybe for 1 credit, not ½	1

Several teachers said they would like to have materials now for classroom use.

Tables V through XXVII are contained in the appendix. They show the complete statistical treatments of the data. The Chi-squared treatments by hypothesis have been discussed previously. However, brief reference to a few of the more interesting ones will be noted.

In Table XV, teachers' values and pre-service teachers' values were the same except when the following topics were considered. Then, opinions differed slightly.

On Item 4: To what degree was the program adequate to acquaint you with the usefulness of the materials for instructional purposes:

Students were slightly more favorably impressed.

On Item 6a, 6b, and 6c: Overall, how would you rate today's presentation for

A. Clarity:
B. Amount of usable information:
C. Making you aware of the potential of the CDF program as a functional curriculum in conservation and fire-prevention education:

Students were again slightly more impressed than in-service teachers. In-service teachers were interested in long-term benefits.

Table XVI shows that the ratings given the presentations throughout the field testing were significantly better than chance would allow. Table XVIB shows that one half of all ratings from all groups were excellent ratings for the varied aspects of the presentations.

Table XVID shows the greatest positive consensus on any item was given by all groups to Item 6c. 70.96% of all respondents gave an excellent rating to the question:

Overall, how would you rate today's presentation for making you aware of the potential of the CDF program as a functional curriculum in conservation and fire prevention education.

There can be no doubt that the shortened, more structured format offers a potential success vehicle for working with pre-service and in-service teachers.

Table XVIII A and B indicate that both in-service and pre-service teachers seemed to take the intentions expressed in question one equally seriously. The item covered the California Department of Forestry's intent. The exact wording of the item follows:

1. The leader's presentation today was designed to share with you a sense of the California Department of Forestry's program's purpose, structure and continuity. To what degree did you consider the presentation adequate?

   Comments:

The statistical response indicates the teachers did not react significantly differently from the teachers in training.

Table XIX A and B also show non significances of differences in the responses of the pre- and in-service teacher groups for Item 2. This question dealt with the length of time given to acquaint them with the materials. The statistical treatments indicated that both groups were equally satisfied with the time allocation.

Tables XX A and B cover Item 3. This item dealt with the adequacy of information to acquaint participants with the material. Experienced and beginning teachers responded equally well to the amount of information about each component of the Five-Point Program.

Table XXI A and B covered Item 4. Again the data treatment showed no major difference in response to the value of the presentation. Both experienced practicing teachers and beginners were pleased with the acquaintance procedures to show the materials usefulness in the classroom.

Tables XXII A and B, Item 5, covered audio-visual displays as a way of assisting in the presentation of the message. Both in-service and pre-service teachers approved. There was no difference in their response. Both were high and positive.

Table XXIII A and B covered Item 6a which has been lightly spoken to previously. It covered clarity. Both groups felt the presentation was clear and direct.

Tables XIV A and B also have been touched upon. Item 6b covered the amount of usable information given. Both in-service and pre-service groups were pleased with the quantity of information presented.

Item 6c is covered in Tables XXV A and B. This item dealt with the potential and power of the CDF Program for inclusion in the regular curriculum. The responses were excellent by both groups.

Item 7, covered in Table XXVI A and B, marked a significant departure between the practicing teachers and student teachers. As previously mentioned, experienced teachers did not in general want college credit for the experience. College students preparing for teaching were more positive about college credit but in a mild way.

Table XXVII A and B summarize the presentation as having been successful with both graduate level college students preparing for teaching and practicing teachers. However, the students gave a larger percent of excellent responses.

However, the authors are aware that the students were, to some degree, impressionable because of what might be called the "gee whizz" syndrome, i.e., university staff known to them, the importance of the study and the "live research" aspects of the presentation. If a "discount" is taken on the students' responses, the results are still impressive regarding the overall success of this, 1976-1977 effort.

CONCLUSIONS AND RECOMMENDATIONS

The authors are pleased with the outcome of the research and development activities for the fifth point of the Conservation and Fire Prevention Program.

Teachers have accepted the orientation program, its format and message. The complete Five Point Program will be an excellent addition to any public school curriculum.

The product for this year's activity, i.e., the CDF Teacher Orientation Program to the Five-Point Program in Conservation and Fire Prevention Education promises to be popular among CDF personnel and volunteers in conservation and fire prevention education.

The study demonstrates that teachers are willing to learn about the materials in a "sales demonstration" format with "hands-on" experience. It should be possible for teachers to order materials at the time the California Department of Forestry's Five-Point Teacher Orientation is given.

The recommendations section for this report deals exclusively with the product generated by this year's activity, i.e., the slide-tape-16mm teacher orientation program. It is technical and has little interest for the general reader. It has, therefore, been assigned to the Appendix for examination. In order to expedite the recommendations discussed, it has been written in memorandum form.

E N D

BIBLIOGRAPHY

Bibliography

1975 - National Education Association, Rethinking. In-service Education, Washington, D.C., P. 9-64.

1976 - Cummings, Stanley L. "Environmental Education: A Market Survey" A paper presented to the American Educational Research Association, San Francisco, April 19-23, 1976, ERIC Document: ED 124-415.

1976 - Caven, William, "External Needs Assessment" in the Small School Needs Assessment for 1976, by the Program Development Center, Department of Education, California State University, Chico, duplicated, 1976.

1977 - Clearinghouse on Educational Management; The Best Of ERIC, University of Oregon, Eugene, Oregon, 79403. P. 2.

Interviews

Dr. James Huff, Assistant Professor of Education, California State University, July 1977, Conducted by Frank Gladen.

Dr. Barbara M. Johnson, Chairman, Department of Education, California State University, Chico, May, 1977, Conducted by Becky Montgomery, Research Assistant.

Dr. Raquel Muir, Member, California Teacher Preparation and Licensing Commission, Sacramento, California. Conducted by Frank Gladen and Patricia Lyons in her home in Santa Monica.

APPENDICES

1 . . . . Evaluation Instrument

2 . . . . Fresno Program Sample

3 . . . . Tables V-- XXVII

4 . . . . Orientation Leader's Handbook

5 . . . . Recommendations
Memo to Lou Gunter

EVALUATION OF THE CDF CONSERVATION AND FIRE PREVENTION EDUCATION WORKSHOP
SPRING 1977

Name of Evaluator:

Address:

Grade Level(s) Taught or of Interest to You:

Present Occupation or Interest:

The California Department of Forestry is interested in your reaction to this presentation. It is important that teachers and others interested in conservation and fire prevention education be aware of these materials. Your evaluation of this orientation program will assist in the development of a training aid that can be used by school personnel and others to acquaint them with the range and power of materials available from the California Department of Forestry.

Please answer the following questions candidly. Your evaluation is important. Please feel free to add comments which reflect your concerns. Please mark your response to the right of each question.

	Excellent	Above Average	Average	Below Average	Failure
1. The leader's presentation today was designed to share with you a sense of the California Department of Forestry's program's purpose, structure and continuity. To what degree did you consider the presentation adequate?	☐	☐	☐	☐	☐

Comments:

2. Length of Program: To what degree was the amount of time spent appropriate to acquaint you with the materials?	☐	☐	☐	☐	☐

Comments:

3. To what degree was the amount of information given to you today adequate for your understanding of each component of the CDF program?	☐	☐	☐	☐	☐

Comments:

	Excellent	Above Average	Average	Below Average	Failure
4. To what degree was the program adequate to acquaint you with the usefulness of the materials for instructional purposes?	☐	☐	☐	☐	☐
Comments:					
5. Audio-visual presentations were made throughout this orientation as an efficient way to give you a close look at the materials. To what degree was this use of media helpful in achieving this objective?	☐	☐	☐	☐	☐
Comments:					
6. Overall, how would you rate today's presentation for					
A. Clarity:	☐	☐	☐	☐	☐
B. Amount of usable information:	☐	☐	☐	☐	☐
C. Making you aware of the potential of the CDF program as a functional curriculum in conservation and fire prevention education:	☐	☐	☐	☐	☐
Comments:					
7. To what degree would you desire an expanded version of this workshop for University credit. (The minimum would be .5 semester units of credit for 7½ hours of class time and a small fee.):	☐	☐	☐	☐	☐
Comments:					

Critical Issues in Conservation Education

water • forests • energy **April 15-16, 1977**

California State University, Fresno
Science Room 161

- A symposium for K–12 teachers which will provide information and conservation materials for classroom use.
- Also for the general public interested in conservation.

FRIDAY, APRIL 15

4:00 p.m. Registration

4:30 p.m. *"Opportunities in Environmental Education"*—Dr. Brandt Kehoe

6:30 p.m. *"Forests and Parks"*—with a special K–3 section

Dr. Frank Gladen and Patricia Lyons, California Department of Forestry, will present a Five-Point Program in Fire Prevention and Conservation Education, including:

1. Teacher's Packet
2. Team Teaching
3. Our Forest Film Series (10 color)
4. Individualized Learning (Cassette Series)
5. Teacher Assistance

SATURDAY, APRIL 16

8:30 a.m. *"Water Conservation"**

1:30 p.m. *"Energy Conservation"**

*Both sections will cover today's issues, materials and ideas for classroom use.

**YOU ARE INVITED TO ALL OR PART OF THE PROGRAM
WITHOUT CHARGE!**

Registration for one (1) unit of college credit for $12 through California State University, Fresno will be available at the conference on April 15.

For further information, contact:

Deborah Buchanan 488-3309
Fresno County Department of Education

John Shive 441-3641
Fresno Unified School District

Carl Stutzman 487-2410
California State University, Fresno

Table V

Number of Responses in Category by Question

Whole Sample N = 62

Count

	Number of Responses in Category					
Question	Excellent	Above Average	Average	Below Average	Failure	
#1	30	19	12	1	0	62
2	23	30	7	2	0	62
3	34	22	6	0	0	62
4	29	28	4	1	0	62
5	39	16	5	1	1	62
6a	35	17	1	0	0	62
6b	33	23	6	0	0	62
6c	44	12	6	0	0	62
7	13	9	17	9	14	62
Response Totals	280	176	73	14	15	558

Table VI

Question 1 by Group

Number of Responses

Group Number	Response Category Excellent	Above Average	Average	Below Average	Failure	(Item Count)
Pre-service 1	4	4	1	0	0	9
In-service 2	3	2	0	0	0	5
In-service 3	5	1	7	1	0	14
Pre-service 4	9	7	2	0	0	18
Pre-service 5	9	5	2	0	0	16
	30	19	12	1	0	N = 62

Table VII

Question #2 by Group

Number of Responses

Group	Category Excellent 5	Above Average 4	Average 3	Below Average 2	Failure 1	Item Count
Pre-service 1	1	6	1	1	0	9
In-service 2	3	2	0	0	0	5
In-service 3	5	4	4	1	0	14
Pre-service 4	8	9	1	0	0	18
Pre-service 5	6	9	1	0	0	16
	23	30	7	2	0	N = 62

Table VIII

Question #3 by Group

Number of Responses

Group	Category Excellent 5	Above Average 4	Average 3	Below Average 2	Failure 1	Item Count
Pre-service 1	8	1	0	0	0	9
In-service 2	2	3	0	0	0	5
In-service 3	8	2	4	0	0	14
Pre-service 4	9	8	1	0	0	18
Pre-service 5	7	8	1	0	0	16
	34	22	6	0	0	N = 62

Table IX

Question #4 by Group

Category / Group	Number of Responses Excellent 5	Above Average 4	Average 3	Below Average 2	Failure 1	Item Count
Pre-service 1	4	5	0	0	0	9
In-service 2	4	1	0	0	0	5
In-service 3	6	4	3	1	0	14
Pre-service 4	7	10	1	0	0	18
Pre-service 5	8	8	0	0	0	16
	29	28	4	1	0	N = 62

Table X

Question #5 by Group

Category / Group	Excellent 5	Above Average 4	Average 3	Below Average 2	Failure 1	Item Count
	Number of Responses					
Pre-service 1	4	5	0	0	0	9
In-service 2	4	1	0	0	0	5
In-service 3	7	2	3	1	1	14
Pre-service 4	10	7	1	0	0	18
Pre-service 5	14	1	1	0	0	16
	39	16	5	1	1	N = 62

Table XI

Question #6a by Group

Number of Responses

Category / Group	Excellent 5	Above Average 4	Average 3	Below Average 2	Failure 1	Item Count
Pre-service 1	6	3	0	0	0	9
In-service 2	3	2	0	0	0	5
In-service 3	5	2	7	0	0	14
Pre-service 4	12	3	3	0	0	18
Pre-service 5	9	7	0	0	0	16
	35	17	10	0	0	N = 62

Table XII

Question #6b by Group

Number of Responses

Category / Group	Excellent 5	Above Average 4	Average 3	Below Average 2	Failure 1	Item Count
Pre-service 1	6	2	1	0	0	9
In-service 2	3	2	0	0	0	5
In-service 3	5	5	4	0	0	14
Pre-service 4	14	3	1	0	0	18
Pre-service 5	5	11	0	0	0	16
	33	23	6	0	0	N = 62

Table XIII

Question #6c by Group

Category / Group	Number of Responses Excellent 5	Above Average 4	Average 3	Below Average 2	Failure 1	Item Count
Pre-service 1	7	1	1	0	0	9
In-service 2	5	0	0	0	0	5
In-service 3	6	4	4	0	0	14
Pre-service 4	15	2	1	0	0	18
Pre-service 5	11	5	0	0	0	16
	44	12	6	0	0	N = 62

Table XIV

Question #7 by Group

Number of Responses

Category / Group	Excellent 5	Above Average 4	Average 3	Below Average 2	Failure 1	Item Count
Pre-service 1	0	0	5	0	4	9
In-service 2	0	0	0	0	5	5
In-service 3	2	3	5	1	3	14
Pre-service 4	8	4	3	3	0	18
Pre-service 5	3	2	4	5	2	16
	13	9	17	9	14	N = 62

Table XV-A

Hypothesis: No difference between students and teachers in response tendencies to Item 1

	Excellent 5	Above Average 4	Average 3	Below Average 2	Failure 1
Students (43)	22 (20.8)	16 (13.2)	5 (8.3)	0 (.7)	0 (0)
Teachers (19)	8 (9.2)	3 (5.8)	7 (3.7)	1 (.3)	0 (0)
62	30	19	12	1	0
	48.38%	30.64%	19.35%	1.16%	

X^2 = 8.7 df = 4 not significant

Table XV-B

Hypothesis: No difference in response to Item 2

	Excellent 5	Above Average 4	Average 3	Below Average 2	Failure 1
Students (43)	15 (15.9)	24 (20.8)	3 (4.8)	1 (1.4)	0 (0)
Teachers (19)	8 (7)	6 (9.2)	4 (2.1)	1 (.6)	0 (0)
	23	30	7	2	0
	37.09%	48.38%	11.29%	3.22%	

X^2 = 4.6 df = 4 not significant

Table XV-C

Hypothesis: No difference in response to Item 3

	Excellent 5	Above Average 4	Average 3	Below Average 2	Failure 1
Students (43)	24 (23.6)	17 (15.3)	2 (4.17)	0 (0)	0 (0)
Teachers (19)	10 (10.4)	5 (6.7)	4 (1.84)	0 (0)	0 (0)
	34	22	6	0	0
	54.8%	35.5%	9.7%		

X^2 = 4.3 df = 4 not significant

Table XV-D

Hypothesis: No difference in response to item 4

	Excellent 5	Above Average 4	Average 3	Below Average 2	Failure 1
Students (43)	19 (20.1)	23 (19.4)	1 (2.8)	0 (.6)	0 (0)
Teachers (19)	10 (8.9)	5 (8.6)	3 (1.3)	1 (.3)	0 (0)
	29	28	4	1	0
	46.8%	45.2%	6.5%	1.6%	

$X^2 = 7.98$ df = 4 significant at .05

Table XV-E

Hypothesis: No difference in response to item 5

	Excellent 5	Above Average 4	Average 3	Below Average 2	Failure 1
Students (43)	28 (27.0	13 (11.1)	2 (3.5)	0 (0)	0 (0)
Teachers (19)	11 (11.9)	3 (4.9)	3 (1.5)	1	0 (0)
	39	16	5	1	0
	62.9%	25.8%	8.06%	1.61%	

$X^2 = 4.3$ df = 4 not significant

Table XV-F

Hypothesis: No difference in response to Item 6a

	Excellent 5	Above Average 4	Average 3	Below Average 2	Failure 1
Students (43)	27 (24.3)	13 (11.8)	3 (6.9)		
Teachers (19)	8 (10.7)	4 (5.2)	7 (3.1)		
	35	17	10	0	0
	56.45%	27.41%	16.12%		

$X^2 = 8.49$ df = 3 signficant at .05

Table XV-G

Hypothesis: No difference in response to Item 6b

	Excellent 5	Above Average 4	Average 3	Below Average 2	Failure 1
Students (43)	25 (22.8)	16 (15.9)	2 (4.2)		
Teachers (19)	8 (10.1)	7 (7.0)	4 (1.8)		
	33	23	6	0	0
	53.22%	37.09%	9.67%		

$X^2 = 4.4$ df = 2 significant at .05

Table XV-H

Hypothesis: No difference in response to Item 6c

	Excellent 5	Above Average 4	Average 3	Below Average 2	Failure 1
Students (43)	33 (30.5)	8 (9.3)	2 (4.2)		
Teachers (19)	11 (13.5)	4 (3.7)	4 (1.8)		
	44	12	6	0	0
	70.96%	19.35%	9.67%		

$X^2 = 4.5$ df = 2 signficant at .05

Table XV-I

Hypothesis: No difference in response to Item 7

	Excellent 5	Above Average 4	Average 3	Below Average 2	Failure 1
Students (43)	11 (9.0)	6 (6.2)	12 (11.8)	8 (6.2)	6 (9.7)
Teachers (19)	2 (3.9)	3 (2.7)	5 (5.2)	1 (2.7)	8 (4.3)
	13	9	17	9	14
	20.96%	14.51%	27.41%	14.51%	22.58%

$X^2 = .49$ df = 4 not significant

Table XVI A

Responses

All Groups, All Items

Response Category	Excellent 5	Above Average 4	Average 3	Below Average 2	Failure 1	E
Obtained	280	176	73	14	15	558
Expected	111.6	111.6	111.6	111.6	111.6	558

Hypothesis: Number of responses equal for all categories

$X^2 = \frac{(fo-fc)^2}{fc}$ df = 4

$X^2 = 473.5949$

df = 4

significant at .05

Table XVI B

Percent Response

All Questions All Groups by Category

Excellent 5	Above Average 4	Average 3	Below Average 2	Failure 1
50.2%	31.5%	13.1%	2.5%	2.7%

Table XVI C

All Groups - Item by Category

Entry form: fo (fe)

Category Item	Excellent 5	Above Average 4	Average 3	Below Average 2	Failure 1	
1	30 (31.12)	19 (19.53)	12 (8.12)	1 (1.55)	0 (1.67)	62
2	23 "	30 "	7 "	2 "	0 "	
3	34 "	22 "	6 "	0 "	0 "	
4	29 "	28 "	4 "	1 "	1 "	
5	39 "	16 "	5 "	1 "	0 "	
6a	35 "	17 "	10 "	0 "	0 "	
6b	33 "	23 "	6 "	0 "	0 "	
6c	44 "	12 "	6 "	0 "	0 "	
7	13 (31.12)	9 (19.53)	17 (8.12)	9 (1.55)	14 (1.67)	
	280.08	175.7	73.08	13.95	15.03	557.9
	280 (50.2%)	176 (31.5%)	73 (13.1%)	14 (2.5%)	15 (2.7%)	558

Hypothesis: Response tendency equal for each item

$X^2 = 203.6373$ significant at .05

df = 32

Table XVI D

Percent Response - Item by Category

Response Category / Item #	Excellent 5	Above Average 4	Average 3	Below Average 2	Failure 1
1	48.38	30.64	19.35	1.61	0
2	37.09	48.38	11.29	3.22	0
3	54.8	35.48	9.67	0	0
4	46.77	45.16	6.45	1.61	0
5	62.9	25.8	8.06	1.61	0
6a	56.45	27.41	16.12	0	0
6b	53.22	37.09	9.67	0	0
6c	70.96	19.35	9.67	0	0
7	20.96	14.51	27.41	14.51	22.58
Average	50.2%	31.53%	13.1%	2.5%	2.7%

Table XVII A

All Items - Group by Response

Category Group	Excellent 5	Above Average 4	Average 3	Below Average 2	Failure 1	Totals
Pre-Service 1	40 (40.6)	27 (24.5)	9 (10.6)	1 (2.0)	4 (2.2)	81 (80.9)
In-Service 2	27 (22.6)	13 (14.2)	0 (5.9)	0 (1.1)	5 (1.2)	45 (45)
In-Service 3	49 (63.25)	27 (39.7)	41 (16.5)	5 (3.2)	4 (3.4)	126 (126.05)
Pre-Service 4	92 (81.3)	53 (51.0)	14 (21.2)	3 (4.1)	0 (4.4)	162 (162)
Pre-Service 5	72 (72.3)	56 (45.4)	9 (18.8)	5 (3.6)	2 (3.9)	144 (144)
	280 (50.2)	176 (31.5)	73 (13.1)	14 (2.5)	15 (2.7)	

Hypothesis: Response tendencies equal for each group

$X^2 = 414.6094$ significant at .05

df = 24

Table XVII B

All Items - Group by Response

Percent Response

Response Category / Group	Excellent 5	Above Average 4	Average 3	Below Average 2	Failure 1
Pre-Service 1	49.38%	33.33	11.11	1.23	4.93
In-Service 2	60.00%	2.22	0	0	11.11
In-Service 3	38.88%	21.42	32.53	3.96	3.17
Pre-Service 4	56.79%	32.71	8.64	1.85	0
Pre-Service 5	50.00%	38.88	6.25	3.47	1.38

Table XVIII A

Item 1 - Group by Response

Form: fo (fe)

Response Category / Group	Excellent 5	Above Average 4	Average 3	Below Average 2	Failure 1	
Pre-Service 1	4 (4.35)	4 (2.75)	1 (1.74)	0 (.14)	0	9
In-Service 2	3 (2.42)	2 (1.53)	0 (.96)	0 (.08)	0	5
In-Service 3	5 (6.77)	1 (4.28)	7 (2.71)	1 (.22)	0	14
Pre-Service 4	9 (8.71)	7 (5.51)	2 (3.48)	0 (.28)	0	18
Pre-Service 5	9 (7.74)	5 (4.9)	2 (3.09)	0 (.26)	0	16
	30	19	12	1	0	62
	48.38%	30.64%	19.35%	1.61%	0	

Hypothesis: No difference between groups in response to Item 1

$X^2 = 17.0818$ df - 19 not significant

Table XVIII B

Percent Response by Groups
Item 1

Group	Excellent 5	Above Average 4	Average 3	Below Average 2	Failure 1
Pre-Service 1	44.4%	44.4%	11.1%	0	0
In-Service 2	60.0%	40.%	0	0	0
In-Service 3	35.7%	7.1%	50.0%	7.1%	0
Pre-Service 4	50.0%	38.9%	11.1%	0	0
Pre-Service 5	48.%	31.%	19.%	2%	0

Table XIX A

Item 2 - Group by Response

Form: fo (fe)

Category / Group	Excellent 5	Above Average 4	Average 3	Below Average 2	Failure 1	
Pre-Service 1	1 (3.34)	6 (4.35)	1 (1.02)	1 (.29)	0	9
In-Service 2	3 (1.85)	2 (2.41)	0 (.56)	0 (.16)	0	5
In-Service 3	5 (5.19)	4 (6.77)	4 (1.58)	1 (.45)	0	14
Pre-Service 4	8 (6.67)	9 (8.71)	1 (2.03)	0 (.58)	0	18
Pre-Service 5	6 (5.93)	9 (7.74)	1 (1.81)	0 (.51)	0	16
	23 37.09%	30 48.38%	7 11.29%	2 3.22%	0 0	

Hypothesis: No difference between groups in response to Item 2

$X^2 = 13.48$ df = 16 not significant

Table XIX B

Percent Response
Item #2

Response Category / Group	Excellent 5	Above Average 4	Average 3	Below Average 2	Failure 1
Pre-Service 1	11.1%	66.6%	11.1%	11.1%	0
In-Service 2	60%	40%	0	0	0
In-Service 3	35.7%	28.6%	28.6%	7.1%	0
Pre-Service 4	44.4%	50.0%	55%	0	0
Pre-Service 5	37.5%	56.3%	6.3%	0	0

Table XX A

Item 3 - Group by Response: fo(fe)

Category / Group	Excellent 5	Above Average 4	Average 3	Below Average 2	Failure 1	
Pre-Service 1	8 (4.9)	1 (3.2)	0 (.87)	0	0	9
In-Service 2	2 (2.7)	3 (1.77)	0 (.48)	0	0	5
In-Service 3	8 (7.7)	2 (4.9)	4 (1.35)	0	0	14
Pre-Service 4	9 (9.8)	8 (6.4)	1 (1.75)	0	0	18
Pre-Service 5	7 (8.8)	8 (5.7)	1 (1.55)	0	0	16
	34	22	6	0	0	
	54.8%	35.5%	9.7%	0	0	

Hypothesis: no difference between groups in response to Item 3

$X^2 = 15.4579$ df = 16 not significant

Table XX B

Percent Response by Group

Item #3

Category / Group	Excellent 5	Above Average 4	Average 3	Below Average 2	Failure 1
Pre-Service 1	88.9%	11.1%	0	0	0
In-Service 2	40.%	60.%	0	0	0
In-Service 3	57.1%	14.3%	28.6%	0	0
Pre-Service 4	50.0%	44.4%	5.5%	0	0
Pre-Service 5	43.7%	50.%	6.3%	0	0

Table XXI A

Item 4 - Group by Response

Category Group	Excellent 5	Above Average 4	Average 3	Below Average 2	Failure 1	
Pre-Service 1	4 (4.2)	5 (4.1)	0 (.58)	0 (.14)	0	9
In-Service 2	4 (2.3)	1 (2.3)	0 (.32)	0 (.08)	0	5
In-Service 3	6 (6.5)	4 (6.3)	3 (.91)	1 (.22)	0	14
Pre-Service 4	7 (8.4)	10 (8.1)	1 (1.17)	0 (.29)	0	18
Pre-Service 5	8 (7.5)	8 (7.2)	0 (1.04)	0 (.26)	0	16
	29	28	4	1	0	
	46.8%	45.2%	6.5%	1.6%	0	

Hypothesis: No difference between groups in response to Item #4

$X^2 = 14.178$ df = 16 not significant

Table XXI B

Percent Responses
Item #4

Category / Group	Excellent 5	Above Average 4	Average 3	Below Average 2	Failure 1
Pre-Service 1	44.4%	55.5%	0	0	0
In-Service 2	80.%	20.%	0	0	0
In-Service 3	42.8%	28.5%	21.4%	7.1%	0
Pre-Service 4	38.8%	55.5%	5.5%	0	0
Pre-Service 5	50.%	50.%	0	0	0

Table XXII A

Item 5 - Group by Response

Category Group	Excellent 5	Above Average 4	Average 3	Below Average 2	Failure 1	
Pre-Service 1	4 (5.66)	5 (2.3)	0 (.77)	0	0	9
In-Service 2	4 (3.2)	1 (1.3)	0 (.4)	0	0	5
In-Service 3	7 (8.8)	2 (3.6)	3 (1.1)	1	0	14
Pre-Service 4	10 (11.3)	7 (4.6)	1 (1.45)	0	0	18
Pre-Service 5	14 (10.1)	1 (4.1)	1 (1.28)	0	0	16
	39	16	5	1	0	
	62.9%	25.8%	8.06%	1.61%	0%	

Hypothesis: No difference between groups in response to Item #5

X^2 = 14.1392 df = 16 not significant

Table XXII B

Percent Response
Item #5

Category / Group	Excellent 5	Above Average 4	Average 3	Below Average 2	Failure 1
Pre-Service 1	44.4%	55.5%	0	0	0
In-Service 2	80.%	20.%	0	0	0
In-Service 3	50.%	14.28%	21.4%	7.1%	0
Pre-Service 4	55.5%	38.8%	5.5%	0	0
Pre-Service 5	87.5%	6.2%	6.25%	0	0

Table XXIII A

Item 6a - Group by Response

Response Category Group	Excellent 5	Above Average 4	Average 3	Below Average 2	Failure 1	
Pre-Service 1	6 (5.1)	3 (2.5)	0 (1.5)	0	0	9
In-Service 2	3 (2.8)	2 (1.4)	0 (.8)	0	0	5
In-Service 3	5 (7.9)	2 (3.8)	7 (2.3)	0	0	14
Pre-Service 4	12 (10.2)	3 (4.9)	3 (2.9)	0	0	18
Pre-Service 5	9 (9.0)	7 (4.4)	0 (2.5)	0	0	16
	35	17	10	0	0	
	56.45%	27.41%	16.12%			

Hypothesis: No difference between groups in response to Item 6a

X^2 = 19.4459 df = 16 not significant

Table XXIII B

Percent Response
Item #6a

Category / Group	Excellent 5	Above Average 4	Average 3	Below Average 2	Failure 1
Pre-Service 1	66.7%	33.3%	0	0	0
In-Service 2	60.%	40.%	0	0	0
In-Service 3	35.7%	14.3%	50.%	0	0
Pre-Service 4	66.7%	16.7%	16.7%	0	0
Pre-Service 5	56.3%	43.7%	0	0	0

Table XXIV A

Item 6b - Group by Response

Response Category / Group	Excellent 5	Above Average 4	Average 3	Below Average 2	Failure 1	
Pre-Service 1	6 (4.8)	2 (3.3)	1 (.8)	0	0	9
In-Service 2	3 (2.6)	2 (1.8)	0 (.5)	0	0	5
In-Service 3	5 (7.5)	5 (5.2)	4 (1.3)	0	0	14
Pre-Service 4	14 (9.6)	3 (6.6)	1 (1.7)	0	0	18
Pre-Service 5	5 (8.5)	11 (5.9)	0 (1.5)	0	0	16
	33	23	6	0	0	
	53.22%	37.09%	9.67%	0	0	

Hypothesis: No difference between groups in response to Item 6b

X^2 = 19.5127 df = 16 not significant

Table XXIV B

Item 6b - Percent Response by Group

Response / Group	Excellent 5	Above Average 4	Average 3	Below Average 2	Failure 1
Pre-Service 1	66.7%	22.2%	11.1%	0	0
In-Service 2	60.0%	40.0%	0	0	0
In-Service 3	35.7%	35.7%	28.6%	0	0
Pre-Service 4	77.8%	16.7%	5.6%	0	0
Pre-Service 5	31.3%	68.7%	0	0	0

Table XXV A

Item 6c - Group by Response

Response Group	Excellent 5	Above Average 4	Average 3	Below Average 2	Failure 1	
Pre-Service 1	7 (6.4)	1 (1.7)	1 (.8)	0	0	9
In-Service 2	5 (3.5)	0 (.9)	0 (.5)	0	0	5
In-Service 3	6 (9.)	4 (2.7)	4 (1.4)	0	0	14
Pre-Service 4	15 (12.8)	2 (3.4)	1 (1.7)	0	0	18
Pre-Service 5	11 (11.4)	5 (3.1)	0 (1.5)	0	0	16
	44	12	6	0	0	
	70.96%	19.35%	9.67%			

Hypothesis: No difference between groups in response to Item 6c

$X^2 = 13.55$ df = 16 not significant

Table XXV B

Percent Response by Group
Item #6c

Response / Group	Excellent 5	Above Average 4	Average 3	Below Average 2	Failure 1
Pre-Service 1	77.8%	11.1%	11.1%	0	0
In-Service 2	100%	0	0	0	0
In-Service 3	42.8%	28.6%	28.6%	0	0
Pre-Service 4	83.3%	11.1%	5.5%	0	0
Pre-Service 5	68.7%	31.2%	0	0	0

Table XXVI A

Item 7 - Group by Response

Response / Group	Excellent 5	Above Average 4	Average 3	Below Average 2	Failure 1	
Pre-Service 1	0 (1.9)	0 (1.3)	5 (2.5)	0 (1.3)	4 (2.0)	9
In-Service 2	0 (1.0)	0 (.7)	0 (1.4)	0 (.7)	5 (1.1)	5
In-Service 3	2 (2.9)	3 (2.0)	5 (3.8)	1 (2.0)	3 (3.2)	14
Pre-Service 4	8 (3.7)	4 (2.6)	3 (4.9)	3 (2.6)	0 (4.1)	18
Pre-Service 5	3 (3.4)	2 (2.3)	4 (4.4)	5 (2.3)	2 (3.6)	16
	13	9	17	9	14	
	20.96%	14.51%	27.41%	14.51%	22.58%	

Hypothesis: No difference between groups in response to Item 7

$X^2 = 42.95$ df = 24 significant at .05

Table XXVI B

Percent Response

Item #7

Response / Group	Excellent 5	Above Average 4	Average 3	Below Average 2	Failure 1
Pre-Service 1	0	0	55.6%	-	44.4%
In-Service 2	0	0	0	0	100.%
In-Service 3	14.3%	21.4%	35.7%	7.1%	21.4%
Pre-Service 4	44.4%	22.2%	16.7%	16.7%	0
Pre-Service 5	18.7%	12.5%	25.0%	31.3%	12.5%

Table XXVII A

All Items - Group by Response fo (fe)

Group \ Response	Excellent 5	Above Average 4	Average 3	Below Average 2	Failure 1	
CSU, Chico Students	204 (194.3)	136 (121.9)	32 (50.7)	9 (9.7)	6 (10.5)	387
Professional Teachers	76 (85.8)	40 (53.8)	41 (22.4)	5 (4.2)	9 (4.6)	171
	280	176	73	14	15	
	50.2%	31.5%	13.1%	2.5%	2.7%	

Hypothesis: No difference between student teachers and professional teachers in overall response tendencies.

$X^2 = 35.4563$ df = 9 significant at .05

Table XXVII B

Percent Response in Category by Group : All Items

	Excellent 5	Above Average 4	Average 3	Below Average 2	Failure 1
CSU, Chico Students	52.7%	35.1%	8.3%	2.3%	1.5%
Professional Teachers	44.4%	23.4%	23.9%	2.9%	5.3%

LEADER'S HANDBOOK

AN ORIENTATION TO THE CALIFORNIA DEPARTMENT OF FORESTRY'S FIVE-POINT PROGRAM IN CONSERVATION AND FIRE PREVENTION EDUCATION

A 35 mm slide and audio cassette tape presentation. The Orientation also includes the showing of film number ten from the "Our Forest" film series (showing time: ten minutes).

Research and Development

by

Frank H. Gladen, Ed. D.

and

Patricia A. Lyons, Ph. D.

Department of Education
California State University, Chico
Chico, California

1977

CONTENTS

Media

Tape A: Introduction to the Orientation Leader

Tape B: Audio Portion of Slide/Tape Presentation on the California Department of Forestry Five Point Program in Conservation and Fire Prevention Education.

Slide Carousel: Visual Portion of Slide/Tape Presentation on the California Department of Forestry Five Point Program in Conservation and Fire Prevention Education.

Printed Materials

Introduction to the Orientation Leader

Script for Slide/Tape Presentation on the California Department of Forestry Five Point Program in Conservation and Fire Prevention Education

List of Slides

Appendix A: Handouts to be Included in the Teacher Information Packet

INTRODUCTION

To the Orientation Leader: (This introduction is also available on Tape A, side 1 for cassette listening.)

This Orientation Leader's Handbook and the slides and tapes which accompany it are the culmination of the California Department of Forestry's Five Point Program in Conservation and Fire Prevention Education. As you know, Point 5 is teacher training - developing a presentation to acquaint teachers with the content and potential of the C.D.F. materials.

You may wonder how and why it was decided to package the Point 5 presentation in this format. The original conception of the teacher training aspect of C.D.F.'s Five Point Program used the format of a course offered for college credit. However, because of the fact that there is, in general, an oversupply of teachers, there is not much job turnover. Teachers tend to remain in the same district and many have advanced to or near the top of the district salary schedule. Teachers in large numbers used to be willing to take approved college courses, because, in addition to college credit, such courses could be used for increment credit which helped a teacher to move up on the salary schedule. Since the vast majority of teachers no longer need this type of course credit, they have become unwilling to spend their own money to take college sponsored courses.

C.D.F.'s first pilot Point 5 Teacher Training Program was an eight hour course for credit broadcast in color by KIXE, channel 9, in January and February 1976. The course was evaluated very positively by the participants, but for the reasons cited above, only a handful of people were willing to register for such a course. Clearly, if C.D.F. hoped for wide dissemination of its Five Point Program materials, a different presentation format was needed.

Before developing the new Five Point Program presentation, all 58 County Superintendent of Schools Offices in California were contacted. The purpose of this telephone survey was to determine, if possible, the characteristics of successful in-service offerings in each of the counties. In most California counties, the Superintendent of Schools Office sponsors and coordinates in-service offerings for its teachers. These in-service offerings are sessions of varying length and format which are designed to familiarize teachers with new educational ideas, techniques or materials appropriate for use in their classrooms.

After talking with science and/or environmental education consultants in each county office, several generalizations can be made about successful in-service offerings. First, the advent collective bargaining for teachers has made in-service a negotiable item. Teachers now want a voice in determining the length, format and content of the in-service offerings. Second, in general, appealing in-service offerings tend to be short, allow some degree of teacher interaction with materials and provide teachers with something tangible which they can take away from the session.

An attempt was made to incorporate the above characteristics into the new Point 5 presentation. The content of this slide/tape presentation has been field tested in several locations and was very positively received. The task of conducting the Point 5 presentation will be the responsibility of C.D.F. personnel whose assignments include fire prevention education. This Orientation Leader's Handbook was designed to assist you in making arrangements for and coordinating the Point 5 presentations. In addition to background information on the development of Point 5, this introduction also contains suggestions to make your task of arranging and coordinating sessions easier. The slide/tape presentation itself is included along with a copy of the script for the audio portion, a list of slides and duplicating masters of each of the handouts so that sufficient copies can be locally produced. When you need replacements for the duplicating masters, contact the Education Officer in Sacramento.

When you contact the County Superintendent of Schools Office to schedule a Point 5 Presentation:

1. Use the science or environmental education consultant as your contact. He or she will be most interested in the subject of fire prevention and conservation education and might be familiar with you or some of the Five Point Program materials from previous C.D.F. contacts.
2. Make your contacts either at the beginning of the school year when in-service sessions for that year are being scheduled or in the spring to arrange to be a part of the in-service sessions that are planned, in many districts, to occur just before the school year starts.
3. The consultant may have to present a description of your proposed in-service offering to a committee of teachers for their approval. Give him some ammunition to use in "selling" the program to teachers. Stress its length: a compact, efficient one hour program which employs professional quality multimedia, some opportunity for "hands on" examination of materials by the teachers, and handouts for the teachers to take away with them.

Once the consultant is able to make a firm commitment to schedule your presentation, you need to obtain the following information:

1. When: date and time
2. Where: address and room (you will need to request a room that will not be in use for approximately 30 minutes before and 30 minutes after your esssion to allow you sufficient time to set up and remove materials and media.)
3. Physical characters of the room: capacity, can it be darkened for use of media? Is the room mediated? If so what equipment is available? Are there tables on which to display materials?

4. Media Responsibility: Will you need to bring media equipment with you or can the county office provide it? You will need the following equipment:

   1 cassette tape recorder
   1 carousel slide projector
   1 16mm sound film projector

5. Number of participants to expect: The maximum number of participants will be determined by the room capacity. However, if the consultant uses some sort of a pre-registration or session preference form, he or she may be able to provide you with an accurate estimate of the number of participants to expect.

Some time before your presentation: take the time to preview the slide/tape presentation itself. You will be most comfortable during the actual orientation presentation, if you are familiar with the content. You will need to read through the written script for the presentation at least once to familiarize yourself with instructions to you which appear in the left margin.

Your preview may raise some questions about the materials or procedures in using them with children which can be answered by a more careful examination of the materials themselves or by seeking the answers from the Education Officer in Sacramento.

A week or two before your scheduled presentation:

1. Call the consultant to confirm the date, time, place, number of participants, and media responsibilities.
2. Begin to assemble all needed materials:

   *the slide/tape presentation
   *any media equipment which you are to bring
   *sufficient copies of all handouts
   *multiple copies of the Teacher's Packet - enough for every 3 expected participants
   *Film #10 from the "Our Forest" Film Series

*(Optional) One set of the Individualized Learning Cassette Series and a Teacher's Guide for the Our Forest Film Series. These will be especially useful if there are tables available on which to display materials.

On the day of your presentation:

1. Carefully check to make sure you take sufficient quantities of all necessary materials.
2. Plan to arrive at the presentation site 30-45 minutes before your session is scheduled to begin.
3. Locate your assigned room and begin to set up as soon as possible.
4. Be ready to start the presentation on time. Slide 1 should be on the screen before the audio tape is started. Move forward one slide each time you hear the audible tone. Be alert. Slide movement occurs at uneven intervals.
5. Briefly introduce yourself and the reason for the presentation (to acquaint primary grade teachers with materials and services available from C.D.F. to help them teach children about fire prevention and conservation).
6. Keep the presentation moving - tasks such as collecting the Teacher's Packets and rewinding the film can be done when the presentation is over.
7. Anticipate and be ready for the several times during the presentation when you will need to pass out materials.
8. At the conclusion of the presentation, thank the participants and indicate your willingness to speak with individuals to answer further questions or permit materials examination.
9. Be sure to vacate the room by the agreed upon time.
10. If you are asked a question you cannot answer, offer to contact the person as soon as you can obtain an answer. Take a name and phone number and be sure to follow up as promised.

Hopefully, the suggestions offered in this introduction will make your task of arranging and coordinating the Point 5 orientation presentations easier. You should expect a positive reception. The slide/tape presentation which you are using has been tested and found to be an effective vehicle for acquainting teachers with the Five Point Program materials and services. The materials and services themselves have been teacher and child tested and evaluated. They appeal to both teachers and children and they work. We hope you will enjoy the experience of acquainting more teachers with their potential.

SCRIPT FOR SLIDE TAPE PRESENTATION ON CALIFORNIA DEPARTMENT OF FORESTRY FIVE POINT PROGRAM IN CONSERVATION AND FIRE PREVENTION EDUCATION

(Orientation leader: Turn projector on, Slide 1 on screen, Start Tape B, Slide 1)

The California Department of Forestry is charged with the responsibility of fire prevention as well as fire supression. As a part of their fire prevention effort, C.D.F. has sponsored the development of a five point program in conservation and fire prevention education.

The Five Point Program is designed for use with children in kindergarten through third grade. Child-caused fires account for about 20% of all forest fires in California and children under age ten are responsible for most of these fires. Materials which can effectively communicate the fire safety message to primary grade children should have a strong positive influence on their attitudes and behavior in fire risk situations.

The C.D.F. Five Point Program materials are effective tools for use in your conservation and fire prevention education program. All components have been extensively teacher and child tested. Accountability is built in to all materials. Varied modes of presentation are used.

(Move to Slide 2)

All of the Five Point Program materials are sold at cost by C.D.F. They can be used separately or in a coordinated program to compliment and reinforce each other.

The California Department of Forestry Five Point Program in Conservation and Fire Prevention Education is symbolized in this logo. Starting at the top and moving clockwise, the five points are:

Point 1: The Teacher's Packet - which contains five units of instruction related to fire prevention and conservation. The Packet is meant for large group instruction in grades K-3.

Point 2: Team Teaching - not a set of materials but a visit to the classroom by a team of uniformed rangers who work with small groups of children to review the rules of safety with matches. The presentation culminates with a visit from Smokey the Bear.

Point 3: The "Our Forest Film Series," a set of ten - ten minute color films meant for use in grades K through 3 which stress fire safety in the forest.

Point 4: The Individualized Learning Audio Cassette Series - these audio cassettes and worksheets reinforce the teachers packet units and are meant for individual or small group use in a listening center. There is a separate set for each grade level.

Point 5: Teacher Training - a presentation, such as the one you are attending today, which is designed to orient teachers to the content and potential of the materials and services provided by the California Department of Forestry for use in primary grade classrooms.

At the conclusion of the slide tape presentation, you will be given a packet of information about the C.D.F. materials. It will contain specifics such as unit and film titles, prices and other ordering information.

Now we will examine in greater depth the materials and services which are part of C.D.F.'s Five Point Program.

(Move to slide 3) You will remember that Point One was the Teacher Packet, a set of materials meant for large group instruction.

(Move to Slide 4) The Teacher's Packet is the backbone of the program. It was the first component developed; it is the most widely disseminated and the least costly of the materials.

(Move to Slide 5) Inside the envelope, you will find five folders - each a different color - each folder contains materials and suggestions necessary to conduct a unit of instruction.

(Move to Slide 6) Unit objectives and other teacher information are printed on the inside of the folders.

(Move to Slide 7) The first unit is meant to introduce the child to the beneficial uses and harmful abuses of fire.

(Move to Slide 8) The teacher's information inside the Unit A folder includes several generally stated objectives.

(Move to Slide 9) The expected outcomes of the units are also stated as terminal performance objectives to meet the need for accountability.

(Move to Slide 10) The teacher information also describes the best method to use in presenting the 8-10 color illustrations and accompanying text which are the basic presentation materials for each unit. Let's look at some of the large color illustrations that accompany Unit A, Introduction to Fire.

(Move to Slide 11) This illustration vividly portrays early man's first frightening encounters with uncontrolled fire.

(Move to Slide 12)
(Move to Slide 13)
(Move to Slide 14)

Man soon learned that controlled fire could help him (MOVE TO SLIDE 13) just as it helps modern man (MOVE TO SLIDE 14).

(Move to Slides 15 and 16)

If fire is misused, it is dangerous and destructive (MOVE TO SLIDES 15 and 16).

(Move to Slide 17)

Fire in the hands of children can cause destruction or injury (MOVE TO SLIDE 17). This visual and verbal message that children should not play with matches is stressed repeatedly throughout the CDF materials.

(Move to slide 18) Unit B - Fire Prevention - introduces Five Prevention week
and its purpose of reminding people of the dangers of all types
of fire.

(Move to slide 19) National Fire Prevention Week is observed each October to
remind people of the Great Chicago Fire in 1871 which was started
in Mrs. O'Leary's barn, possibly by a cow kicking over a lantern.
(Move to slide 20) (MOVE TO SLIDE 20). The fire killed 250 and burned 17,000 buildings.

This unit also stresses the recognition and elimination of
(Move to slide 21) fire hazards in the home (MOVE TO SLIDE 21) and out of doors.
(Move to slide 22) (MOVE TO SLIDE 22).

It reminds children that fire is necessary and useful but
(Move to slide 23) that it is not a toy to play with (MOVE TO SLIDE 23). Fire hurts
(Move to slide 24) (MOVE TO SLIDE 24).

In addition to the basic set of color illustrations with text
(Move to slide 25) which are apart of each unit, (MOVE TO SLIDE 25) the units also
contains supplemental materials such as black and white posters
and duplicating masters to produce coloring sheets or take home
handouts for parents. The different units contain varying amounts
and kinds of supplemental materials.

(Move to slide 26) Unit C - Introduction to Smokey - tells the story of Smokey
(Move to slide 27) the Bear who as a cub (MOVE TO SLIDE 27) was rescued from a
(Move to slides 28, 29, 30) forest fire in New Mexico (MOVE TO SLIDES 28, 29, 30) and went on
(Move to slide 31) to become a national symbol of fire prevention (MOVE TO SLIDE 31).

(Move to slide 32) Unit D - Conservation - presents the idea that forests take
(Move to slide 33) many years to grow (MOVE TO SLIDE 33) and must be used wisely
(Move to slide 34) (MOVE TO SLIDE 34). This unit also focuses on the concept that
natural resources such as trees provide man with food, (MOVE TO
(Move to slide 35)
(Move to slide 36) SLIDE 35) shelter (MOVE TO SLIDE 36) and many other benefits
(Move to slide 37) (MOVE TO SLIDE 37).

(Move to slide 38) Unit E - Smart Cookie - Careless Cookie - stresses knowledge
of general fire safety rules and the need for adult supervision
when using fire. The devices used to convey the message are two
(Move to slide 39) characters known as Smart Cookie (MOVE TO SLIDE 39) and Careless
(Move to slide 40) Cookie (MOVE TO SLIDE 40). Smart Cookie has earned the name by
(Move to slide 41) learning and following fire safety rules. He knows (MOVE TO
SLIDE 41) for instance that if he finds matches, he should not
(Move to slide 42) play with them but give them to an adult. Careless Cookie (MOVE
(Move to slide 43) TO SLIDE 42) obviously has not learned that lesson. (MOVE TO
SLIDE 43) Smart Cookie has learned to build a safe campfire
(Move to slide 44) under adult supervision. (MOVE TO SLIDE 44) Careless Cookie has
not. By the end of the day Careless Cookied is hurt and dis-
(Move to slide 45
(Move to slide 46) couraged, (MOVE TO SLIDE 45) but Smart Cookie (MOVE TO SLIDE 46)
is still smiling because he knows how to deal safely with fire.

(Move to slide 47) Included in each Teacher's Packet are 150 Smart Cookie buttons which are meant to be given to children who demonstrate a knowledge of fire safety rules.

In addition to the presentations using the large color illustrations, which are at the core of each of the units, the teacher information also suggests additional activities, experiences or materials which might be used to help students attain the unit objectives.

(Orientation
leader passes
out packets.)

The cost of the packet is $8.00 plus tax. Once the packet has been purchased, a refill kit which contains replacements for all consumable items such as duplicating masters can be obtained free of charge from the State Forester in Sacramento.

The information packet which you will be given at the conclusion of this presentation contains a brochure describing the Teacher's Packet and giving specific ordering information.

(Move to slide 48)

Now, before we move to Point 2 (MOVE TO SLIDE 48) the C.D.F. Ranger Team Teaching Program, you might want to take a few minutes for a "hands on" look at the Teacher's Packet. Your orientation leader is passing out packets now. Please share with those around you if necessary.

You may want to examine the teacher information for a particular unit more closely, take a look at the color illustrations and text for a unit in sequence, or examine the supplementary materials included.

(Orientation leader turns off tape recorder, puts slide projector on fan, allows 5 minutes for examination & then asks that materials be returned to packets. Do not take time to collect packets - this can be done at the end.

Turn on projector lamp and tape recorder.)

Point 2 is the C.D.F. Ranger Team Teaching Program. This program is an extremely popular one with teachers and also a costly community service for C.D.F. to maintain.

The program involves the visit of a Team of 6-8 rangers to a classroom. It can only be offered on a manpower available basis. Team teaching is not available in all localities. Your local ranger unit will be happy to supply you with information regarding team teaching and/or other educational services which they can provide.

When a C.D.F. team does visit a classroom, a typical program looks like this.

(Move to slide 49) A team of uniformed rangers enters a classroom and quickly

(Move to slide 50) (MOVE TO SLIDE 50) divides the class into small groups. Each ranger takes his group to a corner of the room and they discuss

(Move to slide 51) the rules of matches. (MOVE TO SLIDE 51).

The following tape excerpt was made during a team teaching visit to a first grade classroom.

Ranger: Smokey's friends never play with matches, isn't that right?
Child: I never do.
R. That's right cause what could happen if you play with matches?
C. You get burned by your finger.
C. You could burn your finger off.
R. That's right. It could burn you.
C. I did it one time.
R. Yeh, it hurts doesn't it?
C. It could catch you on fire.
R. That's right, well what what would you do if say you were at school and you found some matches laying on the playground? What would you do?
C. I would give it to the teacher that is on yard duty.
R. That's a good idea. Yeh, give it to the teacher and then she can put them away and then then nobody could play with them and nobody would get hurt by playing with them. Would they?
C. She could use them for Halloween and put them in the pumpkin.
R. Yah, she she would put them up so that nobody would get hurt by playing with them. Huh?
C. Matches could cause some trouble.
R. They sure could, they sure could. Well what would you do if you were at home and you were playing at home and you saw one of your little friends who was playing with matches? What would you do?
C. I would take them away from him.
R. What if he wouldn't give them to you though?
C. I would tell their mother.
R. Yeah, that's a good idea. Tell their mother and then their mother can come and take the matches and put them up because you know how hot the fire is and you can get hurt by just playing with matches.
C. If he didn't know that gun powder was on them and he did it and it lighted up and he didn't know, he would burn his finger.
R. That's right. He would burn himself so you want to give it to a big person and let the big person come and take.....
C. Like you.
R. Yeah, that's right and then they can put the matches up and then nobody will get hurt by playing with them. Could you tell me ah what you would do if you saw a fire burning and there was nobody around it? It was burning out of control, what would you do?
C. You would get a bucket of water and pour the water on top of the fire.
R. You'd try to put it out yourself? Okay, well what if, what if

C. I would call Smokey.
R. Well do you think it would be a good idea to tell a grown-up or call the fire department and they could come and put it out?
C. Yah.
R. Yah because see if you went and tried to put it out yourself maybe the fire would get too big, too fast and then you'd get hurt.
C. What if we don't know the number?
R. Well, you just tell a grown-up person then and they'll look it up in the phone book and they'll call the fire department Do you think that is a good idea?
C. Or ask the operator.
R. Yah, that's a good idea too. But you'd want to tell a grown-up person.
C. And their house is right by the station.
R. That's a good idea.
C. So they won't have to drive a long ways.
C. If my grandpa when I went up to the cabin down a few blocks there's a fire station.
R. You'd tell him then, wouldn't you? Okay, lets go over it again. What do Smokey's friends never do? Can you tell me?
C. Play with matches.
R. They never play with matches, that's right.

(Move to slide 52) After the rangers have thoroughly reviewed the basic rules
of safety with matches with the children in their small groups,
(Move to slide 53) the children are asked to help Smokey and given badges (MOVE TO
SLIDE 53) which identify them as Smokey's helpers (MOVE TO SLIDE
(Move to slide 54)
54).

At this point, the class is brought together and the group
(Move to slide 55) is shown slides (MOVE TO SLIDE 55) which emphasize the beauty of
nature.

The culmination of the program is a visit by Smokey (MOVE TO
(Move to slide 56) SLIDE 56) who talks briefly with the class and attempts to rein-
(Move to slide 57) force the basic rules of safety with matches. (MOVE TO SLIDE 57)
(Move to slide 58) Smokey brings along a poster to leave with the class. (MOVE TO
SLIDE 58). One child is chosen to accept the poster. Smokey
leaves to visit other boys and girls and the rangers follow.

(Move to slide 59) Point 3 in the 5 point program is the "Our Forest"
film series. The series consists of 10 - 10 minute 16mm color
films or 3/4" video cassettes. The concepts which are presented

in the series were tested and found appropriate for children in grades K-3.

The theme of the series is: Everyone can help protect the forest and its animals by being careful with fire.

Individual film titles such as Growing Trees, Forest Animals and Forest Weather are indicative of the strong conservation emphasis which is built into the series.

To achieve its objectives, the series utilized a combination of puppets and live action photography, Four puppet characters, a forest ranger, a chipmunk, a tree, and a fire appear in every film.

A teacher's guide which accompanies the films contains some materials pertinent to the entire series such as pre and post tests, 3 general posters and 315 "I will protect our forest" lapel stickers.

In addition, for each film there is a teacher's guide which gives film length, a summary of film content, a suggested introduction to the film, a list of vocabulary to be developed, discussion questions and suggested projects for students to do.

For each film, there is also a duplicating master of a worksheet and a black and white poster for display.

To give you a better idea of what the series is like, we would like you to view one of the films. The film you will see

(Move to slide 60) is the last in the series (MOVE TO SLIDE 60), Film #10, Protect Trees. This film was selected because its objective is to serve as a brief review of the entire film series. It touches on all of the important concepts presented in the series.

The objectives for the series are:

To show young children that the forest is an invaluable resource, that it is important to life, and that it should be used wisely and protected from man-made destruction.

To help children develop an appreciation for the natural processes at work in the forest, the wildlife which lives there, and the forest's natural beauty.

To convince children that they can help to protect forests and their own homes by not playing around with fire, by discouraging other children from doing so, and by reporting uncontrolled fires to adults.

Now, lets look at Film #10, Protect Trees.

(Orientation leader will turn off tape recorder, put slide projector on fan and start film projector. At conclusion of the film, the 16mm projector will be turned off (rewind after the session) and the tape recorder and slide projector bulb will be turned on).

These films could certainly be used to supplement and reinforce concepts introduced in the Teachers Packet.

They are available in 16mm at $32.50/film or in 3/4" color video cassette at $35.00 each.

Your information packet will contain a brochure with specific ordering information about the film series and also a copy of the teacher's guide material related to Film #10.

(Move to slide 61) Point Four is the "Individualized Learning" Audio Cassette series.

As the name implies this component is meant for independent use by individual children or small groups in a listening center.

This series is meant to expand and enrich the information children gained from exposure to the Teachers Packet.

(Move to slide 62) There is a separate notebook for each grade K-3. (MOVE TO SLIDE 62).

At each grade, the material is divided into the same 5 units as the Teacher's Packet.

Pre/post tests are provided for each unit at each grade level.

(Move to slide 63) In each notebook are duplicating masters to produce students worksheets, audio cassettes which give the students Individualized Learning directions for completing the worksheet tasks and printed scripts of the audio tapes for teacher reference.

For each unit within each grade level notebook there is also a brief teacher's guide which specifies terminal performance objectives, order of activities, approximate time and materials needed.

The procedure at every grade level for every unit would be to:

Administer the pretest (on tape or orally to each child).

Then use the appropriate unit in the Teacher's Packet for large group presentation of the concepts.

Use the tapes and worksheets for the specific unit at your grade level.

And finally administer the post test.

The amount of material presented to the child and the tasks he is asked to perform vary with the grade level.

At the kindergarten level, the child is asked to identify pictures of objects or situations and to mark his worksheets as directed by the tape.

At grade 1, worksheet presentations are still heavily pictorial but children are asked to read sentences along with tape and perhaps to trace some words.

At grades 2 and 3, both the amount of text the child is asked to read along with the tape and the sophistication of the judgments and written responses increases.

If we trace one unit through all four grade levels, perhaps you will better appreciate the differentiated tasks and increased sophistication which is built into the materials.

We will look at Unit B - Fire Prevention.

(Move to slide 64) At the kindergarten level, there are three student worksheets.

One involves identifying pictures of ways in which fires can be helpful. Another involves recognizing fire hazards (e.g. frayed electrical wires in the home) and the last deals with ways

(Move to slide 65) to keep fire from starting (e.g. drowning campfires). (MOVE TO SLIDE 65).

Since kindergarteners can't read, the worksheets presentation is totally visual.

Let's listen to a part of the taped presentation that the student hears as he works with this worksheet:

> The boys whose picture you see on your worksheet (Page KB-5) is named Tommy. Look at him. Tommy is trying to think of some ways he and all other boys and girls can help to keep bad fires from starting.
>
> The first thing he thinks of is to remind older people to be very careful when they burn trash. He knows he can tell them to put a screen over the barrel so little sparks of fire can't get out. Now point to the picture which shows that Tommy is thinking about the careful way to burn trash. Do you see something else in the picture that shows another way to be careful when burning trash? Yes, he will also be sure to remind grown-ups to have a hose with water running near the fire so if some sparks do get out, the fire can be put out very quickly. Find your blue crayon. I will wait. Draw a line from Tommy to the picture and around the picture that shows he is thinking about two ways to be careful when burning trash.
>
> Another way Tommy knows he can help keep bad fires from starting is when his family goes camping or on a picnic. He will tell his mother and father to pour water on their campfire to be very sure that the fire is all the way out before they leave. If we don't put campfires out they may start very bad forest fires. Find your brown crayon. I will wait. Now draw a brown line from Tommy to the picture and around the picture that shows Tommy is thinking about the right way to put a campfire all the way out.

Now Tommy remembers the most important way all boys and girls can help to keep a fire from starting. He will never play with matches and if he finds some he will always give them to a grown-up person. Find your red crayon. I will wait. With your red crayon draw a line from Tommy to the picture and around the picture which shows that he is thinking about the right thing to do with matches.

Now let's look at your worksheet again. Do you remember all the things Tommy was thinking about to be able to help keep bad fires from starting?

Check to see if you have a blue line from Tommy to the picture and around the picture of the burning trash. Now put an X on two things in the picture about burning trash that help make it safe. Use your blue crayon. I will wait. Did you put an X on the screen on top of the barrel and another X on the water hose? If you didn't mark them do it now.

You will notice that at this level the child receives close guidance. The tape goes on to review the child's responses to the campfire and matches illustrations and provides the opportunity to correct if necessary.

(Move to slide 66) At the first grade level, the individualized activity pro-
(Move to slide 67) vided is a fire prevention booklet. (MOVE TO SLIDE 67).

The taped presentation discusses the meaning of fire preven-
(Move to slide 68) tion (MOVE TO SLIDE 68) and good fires and then presents Smokeys
Fire Prevention Rules - break matches, crush cigarettes, drown
(Move to slide 69) campfires (MOVE TO SLIDE 69), be careful with all fires. (MOVE
(Move to slide 70) TO SLIDE 70). Responses required of the child include reading
along with the tape and tracing words.

(Move to slide 71) At the second grade level, the activities provided are a series of three reading booklets - these booklets contain text which the child is asked to read along with the tape; therefore, his reading ability, or lack of it, is not a factor in successful use of these materials.

The first booklet deals with the great Chicago fire - the reason for Fire Prevention Week.

The children are asked to make a judgment about fire safety
(Move to slide 72) related to a picture (MOVE TO SLIDE 72) and make one written
response. In this worksheet, the child is asked to cut out the

lantern and place it in a safe place in the picture.

The second booklet concerns burning trash safely and elec-
(Move to slide 73) trical fire hazards (MOVE TO SLIDE 73) -- again the child is asked to read along with the tape and make judgments and simple written responses to pictures. Here the child is asked to circle the part of the cord that is a fire hazard.

The format and procedure for booklet 3 is the same - the topics this time are campfire safety, ways in which fire is use-
(Move to slide 74) ful and the dangers of playing with matches. (MOVE TO SLIDE 74). Children are asked to write two ways matches can be dangerous on this worksheet.

(Move to slide 75) The individualized learning activities for third grade include two fire prevention reading booklets and several optional activities.

Booklet 1 - again asks the children to read text along with the tape (there is much more text now) and to make written responses - topics covered in this booklet are fire prevention week, fire hazards, campfires, and fire permits.

The format of booklet 2 is the same - topics dealt with in-
(Move to slide 76) clude what to do in case of fire and preventing fires. (MOVE TO SLIDE 76) As you can see, in this activity, children are asked to formulate their own rules for preventing fires in these and several other pictured situations.

The optional activities are a 20 item multiple choice Junior Forest Ranger quiz and a 24 item home fire hazard checklist which comes with 2 pictures of a residence and its surroundings with all fire hazards clearly labeled.

All student worksheets and reading booklets are provided as duplicating masters, each capable of reproducing 300 copies.

The cost of these materials is $25/grade level notebook or $95 for the set of four.

(Move to Slide 77) Point Five, Teacher Training is the reason you are here today. The California Department of Forestry has sponsored the development and testing of the materials and services which comprise the five point program. They are attractive, effective ways to get the fire prevention and conservation message across to the primary grade child.

The ultimate effectiveness of these materials depends on their widespread dissemination and uee. Only by making many groups such as this one aware of the content and potential of the material can C.D.F. hope to reach its goal.

The most effective way to use these materials is in a coordinated program where they supplement and reinforce each other. Included in your information packet is a handout which suggests the most efficient procedure for coordinated use including suggestions for which films to match with each unit in the Teacher's Packet or Individualized Learning series.

An alternative method of incorporating these materials into your curriculum is to use them to supplement or enrich existing units in health or science. To assist you in this task, you will find, in your information packet, a handout which correlates the C.D.F. material with currently used health and science teaching materials. State frameworks as well as textbooks or kits appropriate for use in Kindergarten through Grade 3 were examined. Specific concepts or units which could be related to the broad areas of conservation or fire prevention were identified. For each concept or unit in the health and science materials, specific films and/or units in the Teacher's Packet or Individualized Learning are suggested as supplements. We hope you will find this guide useful when planning your health and science units.

The California Department of Forestry thanks you for your attention and concern. We are confident that what you have seen and heard today and the materials in your information packet will convince you that C.D.F.'s Five Point Program in Conservation and Fire Prevention Education should be made available to every primary grade child.

(Move to slide 78)

(Orientation leader: put projector on fan turn off tape recorder. Thank the group for their attention and offer to answer questions or let individuals examine materials more closely. While you are thanking the group, pass out the information packets.)

List of Slides

Slide #

1. Title: California Department of Forestry "Five Point Program" in Conservation and Fire Prevention Education (with C.D.F. 5 Point logo on right).
2. CDF 5 point program logo.
3. Point 1 "Teacher Packet" (with logo)
4. Teacher's Packet - front of envelope
5. Unit folders with letters and titles visible.
6. Inside of Smart Cookie folder - all print visible.
7. Unit A Title and one sentence description.
8. Detail - Unit A - Teacher's Information - objectives
9. Detail - Unit A - terminal performance objectives
10. Detail - presentation method
11. Unit A - Color Illustration A-2 (caveman frightened by lightening)
12. Unit A - Color Illustration A-3 (caveman cooking over fire)
13. Unit A - Color Illustration A-9 (fire in fireplace)
14. Unit A - Color Illustration A-4 (woman cooking on stove)
15. Unit A - Color Illustration A-6 (house on fire)
16. Unit A - Color Illustration A-7 (wilderness fire)
17. Unit A - Color Illustration A-8 (child burns self with match)
18. Unit B - Title and one sentence description
19. Unit B - Color Illustration B-2 (cow kicking over lantern)
20. Unit B - Color Illustration B-3 (fire engine and old man)
21. Unit B - Color Illustration B-6 (frayed wire)
22. Unit B - Color Illustration B-7 (boy drowning campfire)
23. Unit B - Color Illustration B-8 (child burned by matches)
24. Unit B - Color Illustration B-4 (animals in forest fire)
25. Unit B - 4 ditto masters concerning fire hazards and safety rules
26. Unit C - Title and one sentence description
27. Unit C - Color Illustration C-2 (bear walking through forest)
28. Unit C - Color Illustration C-4 (forest on fire)
29. Unit C - Color Illustration C-6 (man with bear)
30. Unit C - Color Illustration C-7 (bear having paws wrapped)
31. Unit C - Color Illustration C-9 (adult bear in Smokey costume)
32. Unit D - Title and one sentence description
33. Unit D - Color Illustration D-1 (man planting tree)
34. Unit D - Color Illustration D-8 (comparison-tree and human growth)
35. Unit D - Color Illustration D-3 (boy under apple tree)
36. Unit D - Color Illustration D-7 (man building house)
37. Unit D - Color Illustration D-10 (shady street)

38. Unit E - Title slide and one sentence description
39. Unit E - Color Illustration E-1 (Smart Cookie)
40. Unit E - Color Illustration E-2 (Careless Cookie)
41. Unit E - Color Illustration E-6 (Smart Cookie with matches)
42. Unit E - Color Illustration E-5 (Careless Cookie with matches)
43. Unit E - Color Illustration E-8 (Smart Cookie with campfire)
44. Unit E - Color Illustration E-7 (Careless Cookie with campfire)
45. Unit E - Color Illustration E-9 (injured Careless Cookie)
46. Unit E - Color Illustration E-10 (smiling Smart Cookie)
47. Unit E - Smart Cookie Buttons
48. Point 2 - "Team Teaching" (with logo)
49. Ranger Leader entering room
50. Several rangers dividing class
51. Ranger on floor talking to small group
52. Ranger on floor talking to small group (different)
53. Ranger handing out buttons
54. Closeup of child looking at button
55. Ranger showing slides
56. Smokey in Classroom - talking to group
57. Smokey in Classroom - holding poster
58. Child accepting poster from Smokey
59. Point 3 - "Our Forest" Film Series (with logo)
60. Film #10: Protect Trees
61. Point 4 - "Individualized Learning" Cassette Series (with logo)
62. Outside of the 4 notebooks
63. Inside of a notebook showing cassettes and unit envelope
64. Kindergarten - title
65. Kindergarten worksheet KB-5, Activity 4 - ways to prevent fires
66. Grade 1 - Title
67. Grade 1 - Worksheet 1B-3 Activity 2 - Cover of fire prevention booklet
68. Grade 1 - Worksheet 1B-4 Activity 2 - Deer in woods - Do not play with matches
69. Grade 1 - Worksheet 1B-10 Activity 2 - Smokey - drown campfires
70. Grade 1 - Worksheet 1B-8 Activity 2 - Smokey - Be careful with all fires
71. Grade 2 - Title
72. Grade 2 - Worksheet 2B-6 Activity 2 - Picture #1 - Cow with cut out lantern
73. Grade 2 - Worksheet 2B-14 Activity 3 - Man & boy with frayed electrical cord
74. Grade 2 - Worksheet 2B-22 Activity 4 - Boy burned by matches
75. Grade 3 - Title
76. Grade 3 - Worksheet 3B-12 Activity 3 - Preventing fires - write rules
77. Point 5 - Teacher Training - with logo
78. END

APPENDIX A

Handouts to Be Included in the
Teacher Information Packet

California Department of Forestry

"FIVE POINT PROGRAM"

In

Conservation and Fire Prevention Education

Forest fires continue to take a heavy toll in human lives and property damage in California. Most can be prevented because most are caused by people. In California, about one of every five forest fires is caused by children, and studies show that a majority are started by children ten years or younger.

One objective of the California Department of Forestry (CDF) is to reduce the incidence of child–caused fires through early elementary education.

In cooperation with the U.S. Forest Service and the California State University at Chico, CDF has prepared a comprehensive "Five Point Program" in conservation and fire–prevention education, designed for youngsters in kindergarten through the third grade.

Point 1 "TEACHERS PACKET"

Colorful posters and spirit duplicator masters are used to teach five basic units: (A) Introduction to Fire; (B) Fire Prevention; (C) Introduction to Smokey; (D) Conservation; and (E) Smart Cookie–Careless Cookie (general safety). More than 6000 have been sold to date. The material in this packet is adequate for more than 300 children. A free refill kit is available and will be sent upon request. The packet was tested and proved by the U.S. Forest Service's Pacific Southwest Forest and Range Experiment Station. Available at $8 a packet.

Point 2 "TEAM TEACHING"

A six–to–eight member team visits the classroom for a fire–prevention presentation. A slide show and a short lecture are given, followed by group discussion. The appearance of Smokey the Bear highlights the presentation. Available upon request.

Point 3 "OUR FOREST" Film Series

Ten color–with–sound films, each ten minutes long; (1) Our Forest; (2) Growing Trees; (3) Using Trees; (4) Forest Animals; (5) Fireworks; (6) Safe Fires; (7) Forest Weather; (8) Emergency; (9) Forest Fun; and (10) Protect Trees. Available in: 16mm at $325 a set or 3/4" video tape at $350 a set. Individual films and tapes can be ordered, however. A teacher's guide accompanies each film. The guide is also sold separately for $5 each.

Point 4 "INDIVIDUALIZED LEARNING" Cassette Series

Tape cassettes and workbooks allow students to work by themselves at their own pace. The series is divided into five subjects: (A) Introduction to Fire; (B) Fire Prevention; (C) Introduction to Smokey; (D) Conservation; and (E) Smart Cookie–Careless Cookie (general safety). Available at $25 per grade or $95 for Grades K through 3.

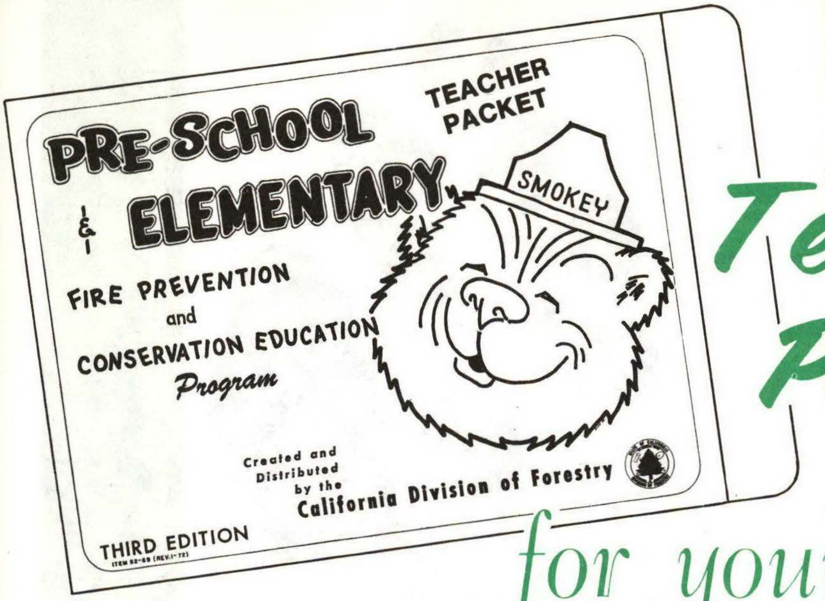
Point 5 "TEACHER TRAINING"

An accredited California College course to train teachers in the use of fire–prevention materials and the Five Point Program.

If the California Department of Forestry can assist in your fire prevention program, please write or call the Conservation Educational Officer, 1416 Ninth Street, Sacramento, CA 95814, (916) 445–9886.

CDF Stock No. 0290–000–0693

Jan. 1977

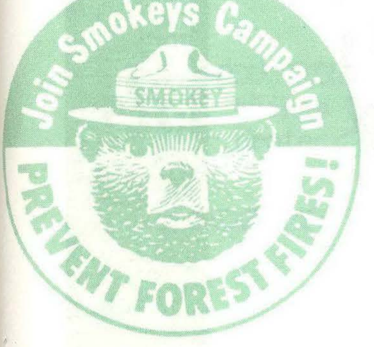

PRE-SCHOOL
&
ELEMENTARY
TEACHER
PACKET
SMOKEY
FIRE PREVENTION
and
CONSERVATION EDUCATION
Program
Created and
Distributed
by the
California Division of Forestry
THIRD EDITION

A Fire Prevention and
Conservation Program...

Teacher's Packet for young Americans

From:
California Division of Forestry
1416 Ninth Street
Sacramento, California 95814

To:


Join Smokey's Campaign
SMOKEY
PREVENT FOREST FIRES!

Pre-School and Early Elementary Conservation-Fire Prevention Program Packet

Approximately 25 percent of all rural and wildland fires are caused by children playing with fire. Approximately three-fourths of all children-caused fires are started by children under ten years of age. The California Division of Forestry has prepared the material as a fire prevention aide.

The five teaching units in this program were originally developed by the California Division of Forestry with the assistance of a committee of teachers. They were designed for pre-school, kindergarten, and first and second grade students.

The units were tested in an extensive research project and the materials were modified after reactions from teachers and students had been evaluated.

The kit contains several spirit duplicator masters (ditto), which will produce a minimum of 150 copies with proper care and equipment. Other material items are not destroyed in use.

The approach in each unit is different. This allows the teacher the freedom to use the approach most appropriate for each particular class.

This Fire Prevention and Conservation Program kit can be ordered from the State Forester, Fire Prevention Section, 1416 Ninth Street, Sacramento, California 95814, for $8.48, including tax.

Certain materials in the kit will eventually become depleted. You may order a refill kit free of charge from the State Forester. 1416 - 9th St. Sacramento, California 95814 - 916-445-9886.

You can obtain additional help from your nearest forestry office to make the course more interesting to your students: visits from Smokey Bear, tree planting projects, forest fire station tours, and films.

CDF Stock No. 0290-000-0481

This complete, five-unit program has been developed by the California Division of Forestry to help pre-school and elementary teachers teach their students fire safety and an appreciation of our natural resources and environment. Each unit includes instructional objectives and performance criteria written in behavioral terms to assist in meeting mandated instructional accountability procedures.

A - INTRODUCTION TO FIRE

Introduces children to various types of fire, shows how controlled fire aids man, points out dangers if fire is misused.

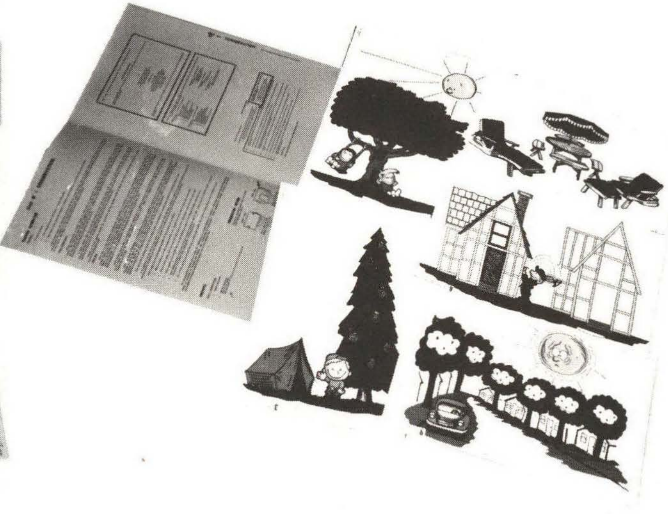
B - FIRE PREVENTION

Teaches students to use fire properly, recognize fire hazards, and accept the responsibility for preventing fires.

STORY OF THE FOREST
SMOKEY THE BEAR

C - INTRODUCTION TO SMOKEY

Makes children aware of Smokey as the symbol of forest fire prevention, makes them realize everyone should follow his rules.

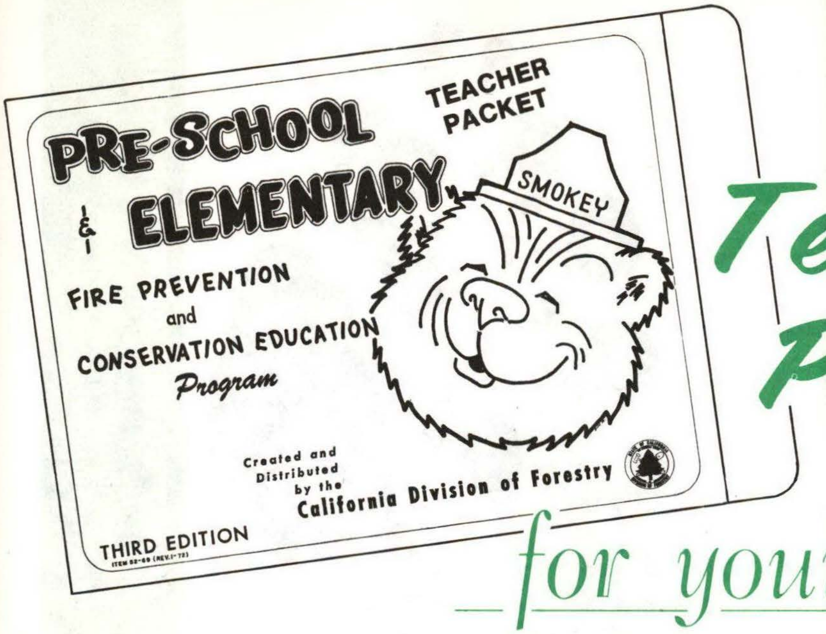


D - CONSERVATION

Teaches students that natural resources are good and useful and that it takes many years to replace a forest destroyed by fire.

E - SMART COOKIE/CARELESS COOKIE

Stresses the danger of playing with matches, importance of safety rules.


PRE-SCHOOL
&
ELEMENTARY
TEACHER PACKET
SMOKEY
FIRE PREVENTION
and
CONSERVATION EDUCATION
Program
Created and Distributed by the California Division of Forestry
THIRD EDITION

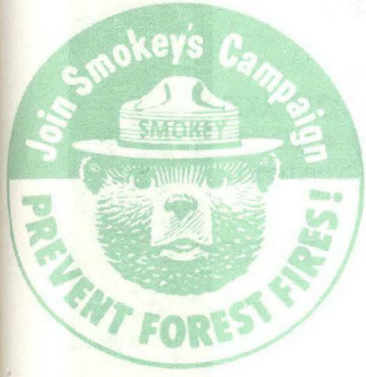
A Fire Prevention and
Conservation Program...

Teacher's Packet

for young Americans

From:
California Division of Forestry
1416 Ninth Street
Sacramento, California 95814

To:


Join Smokey's Campaign
SMOKEY
PREVENT FOREST FIRES!

Pre-School and Early Elementary Conservation-Fire Prevention Program Packet

Approximately 25 percent of all rural and wildland fires are caused by children playing with fire. Approximately three-fourths of all children-caused fires are started by children under ten years of age. The California Division of Forestry has prepared the material as a fire prevention aide.

The five teaching units in this program were originally developed by the California Division of Forestry with the assistance of a committee of teachers. They were designed for pre-school, kindergarten, and first and second grade students.

The units were tested in an extensive research project and the materials were modified after reactions from teachers and students had been evaluated.

The kit contains several spirit duplicator masters (ditto), which will produce a minimum of 150 copies with proper care and equipment. Other material items are not destroyed in use.

The approach in each unit is different. This allows the teacher the freedom to use the approach most appropriate for each particular class.

This Fire Prevention and Conservation Program kit can be ordered from the State Forester, Fire Prevention Section, 1416 Ninth Street, Sacramento, California 95814, for $8.48, including tax.

Certain materials in the kit will eventually become depleted. You may order a refill kit free of charge from the State Forester. 1416 - 9th St. Sacramento, California 95814 - 916-445-9886.

You can obtain additional help from your nearest forestry office to make the course more interesting to your students: visits from Smokey Bear, tree planting projects, forest fire station tours, and films.

CDF Stock No. 0290-000-0481

This complete, five-unit program has been developed by the California Division of Forestry to help pre-school and elementary teachers teach their students fire safety and an appreciation of our natural resources and environment. Each unit includes instructional objectives and performance criteria written in behavioral terms to assist in meeting mandated instructional accountability procedures.

A - INTRODUCTION TO FIRE

Introduces children to various types of fire, shows how controlled fire aids man, points out dangers if fire is misused.

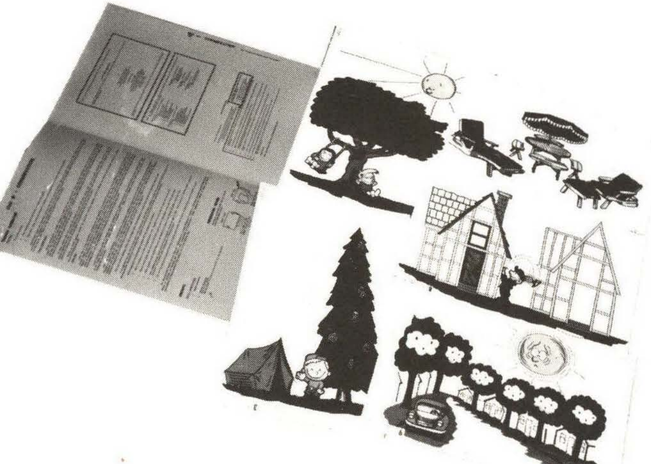
B - FIRE PREVENTION

Teaches students to use fire properly, recognize fire hazards, and accept the responsibility for preventing fires.

STORY OF THE FOREST
SMOKEY THE BEAR

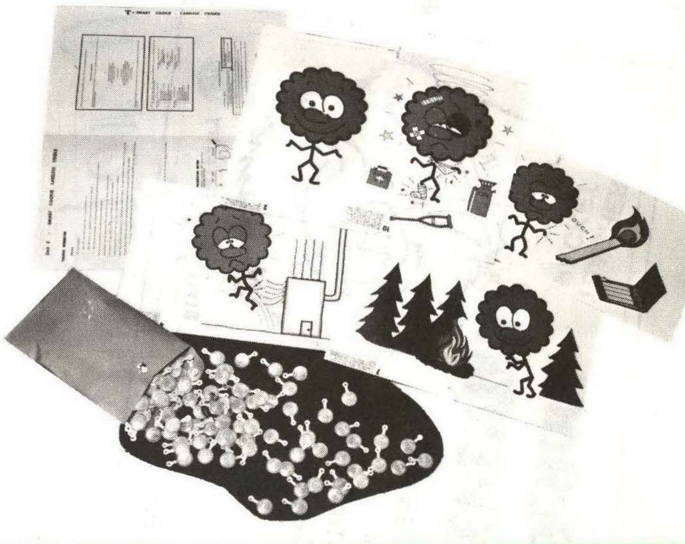
C - INTRODUCTION TO SMOKEY

Makes children aware of Smokey as the symbol of forest fire prevention, makes them realize everyone should follow his rules.



D - CONSERVATION

Teaches students that natural resources are good and useful and that it takes many years to replace a forest destroyed by fire.



E - SMART COOKIE/CARELESS COOKIE

Stresses the danger of playing with matches, importance of safety rules.

Film #10

"PROTECT TREES"

Teacher's Guide

PROGRAM LENGTH: 10 minutes

OBJECTIVES: To review the entire film series briefly; to remind children once again that if people are careful with fire, they can help protect the forest and everything living within it.

SUMMARY: This film reviews the material presented in the first nine parts of the series. Included are scenes of the forest's beauty, how trees grow, uses of trees, replanting young trees, forest animals, safe fires, effects of weather, fireworks, and the destruction caused by forest fires.

Children are reminded that if they discover a fire, they should get away from it and report it to their parents or another adult. If they cannot find an adult quickly, they should go to a safe place and call the telephone operator.

When fire is kept under control it can be put to many uses, such as producing power, and heat for vehicles, furnaces, stoves, fireplaces, and campfires. Adults should be in charge of starting safe fires and they should put them out as well.

If everyone is careful with fire in the forest, it will continue to be a place in which to have fun. Let's all protect the forest.

* * * * *

INTRODUCTION: "This is the last film in our series. Let's see how many new things we have learned about the forest -- and why it is important to protect it."

VOCABULARY:

Forest
Seed
Wood
Animals

Matches
Danger
Safe
Fireplace

Weather
Emergency
Telephone Operator
Protect

DISCUSSION QUESTIONS:

How do trees grow?
What are some of the ways that people use trees?
What can you do to have fun in the forest?

What kinds of animals live in the forest?
In what ways are fireworks dangerous?
What are some safe ways to use fire?

What do wind and hot weather do to the forest?
What does a forest fire do to the forest?
What should you do if you see a fire that is out of control?

How can we keep forest fires from getting started?
When we protect the forest against fire, we protect everything within it. Can you name some of these things? (trees, plants, animals, soil).

PROJECTS: Write the answer "YES" on Worksheet #10.

COORDINATED USE OF THE CALIFORNIA DEPARTMENT OF FORESTRY CONSERVATION AND FIRE PREVENTION EDUCATION MATERIALS FOR THE PRIMARY GRADES.

Each of the available materials, the Teacher's Packet, The Our Forest Films Series, and Individualized Learning K-3 can be used alone and will be a valuable resource for the introduction and reinforcement of the fire prevention and conservation concepts in kindergarten and the primary grades. However, if all of the C.D.F. materials are available in a school or district, they can be used in a coordinated manner to maximize their effectiveness.

The following sequence of presentation is suggested:

1. Pre-Testing - If it is necessary for accountability, pretests are available for the Film Series and each unit of Individualized Learning. Terminal Performance objectives are provided for each unit in the Teacher's Packet.

2. Present a selected unit in the Teacher's Packet. Start with the visual presentation and include some of the activities suggested in the Teacher's guide.

3. Show the films from the Our Forest Series which would be most appropriate for the selected unit. Again, you may wish to consult the Teacher's guide for the specific films used for additional activity suggestions.

4. Use the cassette and worksheet activities from the appropriate unit of the Individualized Learning Notebook for your grade level.

5. Administer appropriate post tests if desired.

Coordination of the units in the Teacher's Packet and the Individualized Learning Notebooks is simple since the five units found in the Teacher's Packet are identically titled and color coded in the Individualized Learning Notebooks. Included below for quick reference is a listing of the five units in the Teacher's Packet and the general objectives for each. The coordinated Individualized Learning unit and films are also listed.

Unit A: Introduction to Fire

Objectives:
a) Introduce children to various types of fires and their causes.
b) Show how fire under control aids man.
c) Identify dangers if fire misused.

Individualized Learning: Unit A, "Introduction to Fire"

Films: #6 - "Safe Fires", #5 - "Fireworks", #8 - "Emergency"

Unit B: Fire Prevention

Objectives:
a) Teach children proper use of fire.
b) Teach recognition of fire hazards and ways to eliminate them.
c) Teach children to accept responsibility of preventing fires.

Individualized Learning: Unit B, "Fire Prevention"

Films: #6 - "Safe Fires", #5 - "Fireworks", # 10 - "Protect Trees"

Unit C: Introduction to Smokey

Objectives:
a) Help children recognize Smokey as symbol of forest fire prevention.
b) Make children aware that Smokey knows what he is talking about.
c) Make children aware of Smokey's Rules and the importance of all people following Smokey's Rules.

Individualized Learning: Unit C, "Introduction to Smokey"

Films: #4 - "Forest Animals", #9 - "Forest Fun"

Unit D: Conservation

Objectives: a) Teach children that natural resources are good, necessary, and useful.
b) That many years are required to replace a forest destroyed by unwise use of forest lands.

Individualized Learning: Unit D, "Conservation"

Films: #1 - "Our Forest", #2 - "Growing Trees", #3 - "Using Trees", #7 - "Forest Weather", #4 - "Forest Animals", #10 - "Protect Trees"

Unit E: Smart Cookie - Careless Cookie

Objectives: a) To reinforce and review the entire sequence.

Individualized Learning: Unit E, "Smart Cookie - Careless Cookie"

Films: #9 - "Forest Fun", #10 - "Protect Trees"

CORRELATION OF CALIFORNIA DEPARTMENT OF FORESTRY CONSERVATION AND FIRE PREVENTION MATERIALS MEANT FOR USE IN THE PRIMARY GRADES WITH CURRENTLY USED HEALTH AND SCIENCE TEACHING MATERIALS.

The conservation and fire prevention education materials developed for C.D.F. are a useful supplement to currently available health and science teaching materials appropriate for the primary grades. The Teacher's Packet, Our **Forest** Film Series, and Individualized Learning K-3 can be used separately or in a coordinated program to introduce or reinforce and extend health and science concepts.

Listed below are major concepts related to environmental health hazzards taken from the Framework for Health Instruction in California Public Schools (pp. 39-42). Under each concept are listed pertinent C.D.F. materials.

The remaining listings below deal with specific health and science text materials and widely used science kits. For each specific series or kit, those units of study meant for K-3 which deal with concepts related to conservation or fire prevention are identified and C.D.F. materials which would coordinate with these units are identified.

FRAMEWORK FOR HEALTH INSTRUCTION IN CALIFORNIA PUBLIC SCHOOLS: K-12
Fodor, Gmur and Sutton, California State Department of Education, 1974

Section 9 - Environmental Health Hazards

I. An individual's environment influences **his** total **health**.

Related CDF materials are:

Films: #1 - "Our Forest", #9 - "Forest Fun"

II. There are everchanging health hazards in man's environment.

Related CDF materials are:

Films: #5 - "Fireworks", #7 - "Forest Weather"

Teacher's Packet and Individualized Learning: Unit A - "Introduction to Fire"

III. The potential for accidents exists everywhere in man's environment.

Related CDF materials are:

Films: #5 - "Fireworks", #6 - "Safe Fires", #7 - "Forest Weather"

Teacher's Packet and Individualized Learning: Unit B - "Fire Prevention"

IV. Individuals should be prepared to act effectively in case of accidents.

Related CDF materials are:

Films: #8 - "Emergency"

V. Maintaining a healthful and safe environment is the responsibility of the individual, the family, and society.

Related CDF materials are:

Films: #9 - "Forest Fun", #10 - "Protect Trees"

Teacher's Packet and Individualized Learning: Unit D - "Conservation", Unit E - "Smart Cookie/Careless Cookie"

California State Series

HEALTH

by Byrd, Nielson and Moore Laidlaw, 1967

Level	Unit	CDF Coordinating Materials
1	"The Safe Way For YOU"	Films: #5 - "Fireworks", #6 - "Safe Fires", #8 - "Emergency", #9 - "Forest Fun", #10 - "Protect Trees" Teacher's Packet and Individualized Learning: All parts are relevant
2	"How to be Safe"	Films: #1 - "Our Forest", #5 - "Fireworks", #6 - "Safe Fires", #8 - "Emergency", #9 - "Forest Fun", #10 - "Protect Trees" Teacher's Packet and Individualized Learning: All parts are relevant
	"The Way You Grow"	Films: #2 - "Growing Trees"
3	"Safety First"	Films: #1 - "Our Forest", #5 - "Fireworks", #6 - "Safe Fires", #8 - "Emergency", #9 - "Forest Fun", Teacher's Packet and Individualized Learning: All parts are relevant
	"How You Grow"	Films: #2 - "Growing Trees"
	"How You Move"	Films: #9 - "Forest Fun"

* *

CONCEPTS IN SCIENCE

by Brandwein, Cooper, Blackwood and Hone, Harcourt-Brace, 1975

Level	Unit	CDF Coordinating Material
K	3: Investigating Animals	Films: #1 - "Our Forest", #4 - "Forest Animals" Teacher's Packet and Individualized Learning: Unit C, "Introduction to Smokey"
	4: Investigating Plants	Films: #1 - "Our Forest", #2 - "Growing Trees", #3 - "Using Trees" Teacher's Packet and Individualized Learning: Unit D, "Conservation"
1	4: Hot and Cold	Films: #5 - "Safe Fires"
	5: Cloudy or Sunny	Films: #7 - "Forest Weather"
	7: Plants and More Plants	Films: #1 - "Our Forest", #2 - "Growing Trees", #3 - "Using Trees" Teacher's Packet and Individualized Learning: Unit D, "Conservation"
	8: Animals and More Animals	Films: #1 - "Our Forest", #4 - "Forest Animals" Teacher's Packet and Individualized Learning: Unit C, "Introduction to Smokey"

Level	Unit	CDF Coordinating Material
1 (cont.)	9: Living and Growing	Films: #1 - "Our Forest", #2 - "Growing Trees", #4 - "Forest Animals"
	12: Earth, Our Home	Films: #1 - "Our Forest", #9 - "Forest Fun", #10 - "Protect Trees" Teacher's Packet & Individualized Learning: Unit D, "Conservation"
2	6: Plants Live and Grow	Films: #1 - "Our Forest", #2 - "Growing Trees", #3 - "Using Trees" Teacher's Packet & Individualized Learning: Unit D, "Conservation"
	7: Animals Live and Grow	Films: #4 - "Forest Animals" Teacher's Packet & Individualized Learning: Unit C, "Introduction to Smokey"
	10: Caring for Earth's Plants	Films: #1 - "Our Forest", #9 - "Forest Fun", #10 - "Protect Trees" Teacher's Packet & Individualized Learning: Unit D, "Conservation"
3	4: Planet Earth: Storehouse of Energy	Films: #3 - "Using Trees", #6 - "Safe Fires", Teacher's Packet & Individualized Learning: Unit A, "Introduction to Fire", Unit D, "Conservation"
	5: Earth's Treasure	Films: #10 - "Protect Trees" Teacher's Packet & Individualized Learning: Unit D, "Conservation"
	6: Earth's Living Things -- Animals	Films: #4 - "Forest Animals", #3 - "Using Trees" Teacher's Packet & Individualized Learning: Unit C, "Introduction to Smokey"
	7: Earth's Living Things -- Plants	Films: #2 - "Growing Trees", #3 - "Using Trees", #10 - "Protect Trees" Teacher's Packet & Individualized Learning: Unit D, "Conservation"

* *

ELEMENTARY SCIENCE STUDY (E.S.S.)

Kits, McGraw-Hill, 1967

Level	Unit	CDF Coordinating Materials
K-6	Animal Activity	Films: #4 - "Forest Animals" Teacher's Packet & Individualized Learning: Unit C, "Introduction to Smokey"
K-6	Budding Twigs	Films: #2 - "Growing Trees" Teacher's Packet & Individualized Learning: Unit D, "Conservation"
K-3	Growing Seeds	Films: #2 - "Growing Trees", #3-"Using Trees" Teacher's Packet & Individualized Learning: Unit D, "Conservation"
K-4	Life of Beans and Peas	Films: #2 - "Growing Trees"
2-6	Structures	Films: #3 - "Using Trees"

SCIENCE, A PROCESS APPROACH

American Association for the Advancement of Science, Xerox Corp., 1974

Level	Unit	CDF Coordinating Materials
A	d: Classifying 1 - Leaves, Nuts and Shells	Films: #2 - "Growing Trees", #3 - "Using Trees"
	v: Classifying 3 - Animals	Films: #4 - "Forest Animals" Teacher's Packet & Individualized Learning: Unit C, "Introduction to Smokey"
B	a: Classifying 4 - Living and Non-Living Things	Films: #1 - "Our Forest" Teacher's Packet & Individualized Learning: Unit D, "Conservation"
	g: Observing 10 - The Weather	Films: #7 - "Forest Weather"
	o: Observing 12 - Color Change in Plants	Films: #2 - "Growing Trees"
	z: Measuring 7 - Seeds and Seed Germination	Films: #2 - "Growing Trees"
	a: Communication 6 - Stages in Life Cycles	Films: #2 - "Growing Trees"
	e: Observing 14 - Animal Motion	Films: #4 - "Forest Animals" Teacher's Packet & Individualized Learning: Unit C, "Introduction to Smokey"

* *

SCIENCE CURRICULUM IMPROVEMENT STUDY

Karpus, Thier, & Lawson, Rand-McNally & Co., 1968

Level	Unit	CDF Coordinating Material
K-3	Material Objects Activity 4 - Observing Plants	Films: #1 - "Our Forest", #2 - "Growing Trees" Teacher's Packet & Individualized Learning: Unit D, "Conservation"
	Activity 5 - Observing Animals	Films: #4 - "Forest Animals"
	Activity 14 - Observing Same Material in Different Forms	Films: #3 - "Using Trees"
	Organisms Activity 2 - Seeds and Plants	Films: #2 - "Growing Trees"
	Activity 4 - Habitat	Films: #1 - "Our Forest", #4 - "Forest Animals", #9 - "Forest Fun"
K-3	Life Cycles	Films: #1 - "Our Forest"
	Activity 1 - Plant Life Cycles	Films: #2 - "Growing Trees" Teacher's Packet & Individualized Learning: Unit D, "Conservation"
	Activity 2 - Animal Life Cycles	Films: #4 - "Forest Animals" Teacher's Packet & Individualized Learning: Unit C, "Introduction to Smokey"
	Populations	Films: #1 - "Our Forest" Teacher's Packet & Individualized Learning: Unit D, "Conservation"

California State University, Chico

Office Memorandum

To: Lou Gunter
Education Officer
California Department of Forestry

From: Frank Gladen and Pat Lyons
California State University, Chico

Subject: Suggested improvements in the slide/tape presentation before professional production.

The prototype of the Five Point Program Teacher Orientation Slide/ Tape Presentation and accompanying Orientation Leader's Handbook is completed and in your hands. It should not take long to get a final version into production. The most obvious need is for the suggested slide materials to be professional photographed and the audio portions to be professionally recorded. What we have provided is only a prototype - a developmental model to work from.

The Orientation Leader's Handbook contains the following:

* 2 audio tapes - one contains an introduction for the orientation leader. The other contains the audio portion of the slide/tape presentation.

* A written introduction for the Orientation leader with the same content as the taped introduction. It is, in fact, the script from which the taped introduction was recorded. The ranger can choose to either listen to the introduction or read it. The introduction gives background on why the Point 5 Presentation was designed in the slide/ tape format and offers specific suggestions to help the orientation leader arrange and successfully conduct the program.

* A script for the slide tape presentation. The script contains the text read on the audio tape plus directions for slide movement indicated in the margins and within the text. If the slide movement is to occur at the beginning of a paragraph, the direction appears even with the first line of the paragraph but in the margin only. Directions for slide movements within paragraphs are indicated there and should be followed exactly. They also appear in the margin, primarily as an indication of the volume of changes to expect in that portion of the script. Of course, in the final product, the orientation leader will not have to follow the written script to change slides.

He will be responding to an audible tone which will indicate that he should move forward one slide. Also noted in the wide left margin of the script are technical directions to the orientation leader regarding matters such as when to stop and start various equipment and when to hand out materials. The final production version of the script should probably be kept in the wide left margin with directions format. It will be an important resource for the leader in case of technical trouble or confusion and will help him quickly familiarize himself with the program.

* A list of slides consisting of slide number and a brief identifying description.

* Copies of all handouts to be used in the teacher information packets. To facilitate easy reproduction you may want to provide the orientation leader with all or some of these handouts as ready to run duplicating masters as well as one of each in finished copy form.

* One carousel slide tray (80 capacity) containing 78 slides - to be used with the audio tape presentation.

We would suggest that you consider making some modifications and/ or improvements before going into final production.

1. For convenience and ease of handling, it is very important that the final product utilize only one tray of slides. The 80 capacity carousel trays are compatible with all carousel projectors. The 140 capacity trays are not.

2. The number of slides in the prototype is 78. There are some slides which could be eliminated without doing "great bodily harm" to the presentation. They are as follows:

Slide #27 - Teacher's Packet, Unit C, Color Illustration C-2
Slide #29 - Teacher's Packet, Unit C, Color Illustration C-6

The narration would not suffer without the above.

Slide #52 - Ranger on floor talking to small group
Slide #53 - Ranger handing out buttons

More than one slide of the rangers with small groups is not essential. However, perhaps retaining 2 slides of different rangers with their small groups would be good. This would still allow you to eliminate one of the above since Slide #51 is also a ranger with small group.

Slide #57 - Smokey in classroom holding poster

The next slide in which Smokey is presenting the poster to a child would be enough.

Slide #69 - Grade one worksheet 1B-10 - Activity 2

This is mentioned in the narration, but it is not essential that it be a visual.

Slide #78 - END

It is not essential to have a slide that says END.

If you eliminate all seven of the suggested slides and utilized empty slots 79 and 80, that would give you a potential maximum of 9 new slides to create. We have five additional slides to suggest, and maybe you can think of others too. But we'll leave the final editorial decisions up to you. The five additional slides we suggest are:

(1) A slide (taken from a film frame) showing the 4 puppet characters in the "Our Forest" Film Series. This slide should be inserted just after the slide which shows Point 3 - "Our Forest" Film Series (with logo).

(2) A slide showing a teacher actually using the large color illustrations from the Teacher's Packet with her class. This should be inserted just after the slide showing the front of the Packet.

(3) A slide showing several children at a listening center using the Individualized Learning Materials. This slide should be inserted just after the slide that shows Point 4 - "Individualized Learning" Cassette Series (with logo).

(4) A slide showing a display with samples of all Five Point Program Materials. At least three "teacher types" should be in the picture. One should be looking approvingly at the Teacher's Packet, another at a film and the third at an Individualized Learning Notebook. This slide should be inserted just after the slide which shows Point 5 - Teacher Training (with logo).

(5) A final slide with whatever credits you feel are necessary.

3. As well as deletion and addition of certain slides, you may want to improve on some others for the final product. The white on black reproduction of the Five Point logo which is the second slide shown would be improved by addition of the numbers 1-5 next to the individual point logos. Also the reproduction of the grade 2 and 3 Individualized Learning worksheets should obviously be black on white reproductions. The current white on black slides are the result of a "failure to communicate" with a Chico State media technician.

4. Before final typing, the script and list of slides will have to be carefully edited to match any changes you make.

5. When the final order has been established, individual slides should be numbered.

6. An audible tone should be used on the audio tape to signal slide movement.

7. Music is not necessary but could be used at the beginning and end.

8. The script we have provided specifically mentions current prices. If you feel this will date the presentation too quickly, you could provide the current price information through the Orientation Leader and the handouts, and delete it from the script.

9. The handouts used in our field tests were well received and we recommend retaining all of them as a part of the information packet for participating teachers. You will find copies of these handouts appended to the Orientation Leader's Handbook. In addition to the handouts we used, it is recommended that you also include the film brochure now available and a brochure on the Individualized Learning Cassette Series when one becomes available. All handouts used are referred to in the script so if you decide to add or delete some, the script should be edited to reflect those decisions.